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ABSTRACT

This compilation of information and guidelines is based on materials developed in an intensive English as a second language and cultural orientation program conducted in Indochinese refugee processing centers in Southeast Asia. Students in the 14- to 20-week program ranged in age from 16 to 55 years. This volume begins with an "American Cultural Monograph," which provides factual information on U.S. housing, employment, consumerism and finance, education, laws and legal services, communication and transportation, health and sanitation, community and social services, and resettlement and sponsorship. The next section, a cross-cultural guide, begins with charts that contrast an overview of attitudes, expectations, and behaviors common to Americans and Southeast Asians with caricatures or misunderstandings about these culturally determined attitudes, expectations, and behaviors. The second part of the cross-cultural guide consists of discussion questions for each major topic area. The topic areas include classroom orientation, communication, housing, employment, consumerism and finance, community services, health and sanitation, lifestyles, and sponsorship and resettlement. The final section of this volume consists of methodological guidelines for lesson planning, general teaching techniques, utilizing interpreters and aids, classroom management, and review and evaluation. (JB)

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CULTURAL ORIENTATION RESOURCE MANUAL

VOLUME II

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This volume is one in a series of four volumes that have brought together materials developed for use in the Intensive English as a Second Language and Cultural Orientation Program in Southeast Asia since 1980. The complete set includes:

English as a Second Language Resource Manual, Volumes I & II

Cultural Orientation Resource Manual, Volumes I & II

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Introduction

When your students and their families leave for the United States, it is likely that their sponsors will have already made some housing arrangements for them. These arrangements may either be of a temporary nature or more permanent. Your students and their families may have the option of staying for a longer period of time depending on such things as their ability to pay, as well as their desire to continue living there.

Finding adequate housing is perhaps one of the most difficult tasks facing resettlement workers and sponsors. One reason for this is the shortage of moderately-priced housing units. Another is the relatively high cost of *all* types of housing units in the U.S. Nevertheless, most recent refugee arrivals are continuing to find accommodations in low-income or public housing units.

The following material provides some information that may be of use to you in responding to your students' questions about housing in the U.S. It is written with the assumption that most, if not all, refugees will be renting rather than buying their homes during their initial resettlement period.

Types of Homes

Though they are often known by different or more specific names, the types of housing available in the U.S. fall into three major categories:

Rooms. These are usually single-room units without kitchen or bathroom facilities of their own. Bathrooms are usually communal, that is, shared with persons occupying other rooms nearby. Housing of this sort is usually rented at relatively low rates compared with other kinds of housing. Because they are usually small, rooms are normally rented to one or two individuals and not to larger families.

Apartments. The apartment category includes apartments, flats duplexes, townhouses or any other housing units which share one or more walls with adjoining buildings or units. One building may contain as few as two apartment units or as many as a hundred. Apartments usually have their own kitchen and bathrooms in addition to one, two, three or more bedrooms. Separate living rooms and dining rooms are common. It is customary in the U.S. for *one* family to live in *one* apartment. Because apartments may be quite small or very large with several rooms, prices tend to vary greatly. In general, however, apartments are more expensive to rent than rooms, but less expensive to rent than houses.

Houses. A house is usually a solitary building with a yard around it. More often than not, it is occupied by a single family. Sometimes more than one individual or family may choose to live together in the same house in order to save money. Like apartments, houses may have one or more bedrooms. It is common in houses to have separate living room and dining room areas in addition to a bathroom and kitchen. Basements and attics are additional areas that are often used for storage. It is generally true that houses are the most expensive sort of housing because of their size and relative privacy.

Inside the Home: Rooms & Furnishings

Most homes, whether apartments or houses, have different rooms for different purposes--sleeping, cooking, bathing, etc. For each of these rooms there are also common furnishings and/or appliances. What follows is a look at some of these more common rooms and the sorts of furnishings that are normally found within them.

Kitchens. The kitchen is the room used for cooking. It usually contains a stove and oven, refrigerator, sink, and storage areas. In addition, there may be a garbage disposal or dishwasher.

Stoves and ovens are used for warming or cooking foods. The stove might be described as a group of two or more "burners" or "hot-plates" on which pots or pans containing food are placed. If it is an electric stove, each burner is controlled by a separate dial which is usually located at the front of the unit. The dial has a variable setting so that the burner may be turned to a low temperature (for warming foods) or to a higher temperature (for boiling or frying).

The oven is used for baking or broiling foods. An electric oven is controlled by a separate, variable-temperature dial which ranges from warm to very hot for baking, and has a special setting for broiling. When the dial is set for a baking temperature, heat is evenly diffused in the oven. For broiling, however, heat radiates directly from heating coils (usually mounted to the top of the oven compartment) to the food. Broiling closely approximates the process of grilling food on charcoal fires which is so common among Southeast Asian cultures.

STOVES & OVENS THAT USE GAS

Gas stoves and ovens require special precautions. Like the electric stoves and ovens just described, gas models have separate dials for each stove-top burner and oven

> *compartment. If the gas unit has a "pilot light," then by turning the dial to desired temperature (low, medium, high, etc.) the stove-top or oven burners will automatically ignite. The pilot light is a small flame that is kept burning in order to ignite these other burners when the gas dials are turned to a temperature setting. If the gas unit does have a pilot light it is important that it remain lit. For units without a pilot light, it is necessary to light the stove or oven burners by hand. In order to prevent a flare-up or explosion the following process should be followed: first, a match should be lit and placed close to the burner to be ignited; second, the appropriate dial should be turned to a low temperature setting, igniting the burner; finally, the dial should be adjusted to the desired temperature setting. If the burner does not ignite promptly or if the match goes out before the burner ignites, turn the dial to the off position and repeat the process from the beginning. When lighting a gas stove or oven, keep your face away from the burner. Children, should not be allowed to light gas appliances. When a gas unit is not in use, all dials should be in the off position.*

A refrigerator is used for keeping foods cold and fresh. Items commonly stored in refrigerators are meat, dairy products, fresh vegetables and fruit, eggs and beverages. Other food items requiring refrigeration usually have messages indicating such on their packaging. Refrigerators are also commonly used for storing leftover foods from previous meals. In order for the refrigerator to work properly, its door must be kept tightly closed. Food items placed in the refrigerator tend to dry out if they are not covered or wrapped tightly. Waxed paper, aluminum foil, plastic wrapping and bags are commonly used for this purpose. Though refrigeration slows down the process, all foods eventually spoil. Some common signs of spoilage are discoloration or the presence of mold. Spoiled foods should be discarded. Refrigerators usually have temperature-setting dials located inside. Turning the dial to the medium setting is usually satisfactory.

It is common for refrigerators to have separate freezer compartments for frozen food items. Foods which are purchased frozen are usually best stored that way. Frozen vegetables, frozen concentrated fruit juices and ice cream are obvious examples. Meats which will not be used in a few days' time should be put in the freezer to prevent spoilage. Otherwise they should be stored in the regular refrigeration compartment. It is generally true that once a food item has been frozen and then thawed out, it should not be frozen again. Another hint: when food items freeze, they may expand. This is particularly true of liquids. Hence, only containers that allow expansion should be placed in the freezer compartment. Glass jars, especially, should not be used for storing frozen foods. Some freezers have to be defrosted or "de-iced" occasionally to prevent excessive ice build-up. This is done by the use of a special button or dial found inside the refrigerator, or by disconnecting the entire unit from its electrical source.

The sink has hot and cold running water. The hot water can cause burns so it needs to be mixed with enough cold water to make the temperature comfortable. Care must be taken to prevent food scraps or grease from going down the drain as these tend to plug the drainage pipes. Rice, in particular, can quickly plug pipes. Pots used for cooking rice should be scraped clean before being taken to the sink for washing. Excess grease should be poured into a separate container for reuse or disposal, and not poured down the drain. Some sinks have built in garbage disposals. These are used for grinding up food scraps so that they can be safely washed through the drainage pipes. A garbage disposal is located within the drain. It consists of a small, sharp rotary blade and a simple off-on switch nearby. After scraps of food have gone down into the drain, the disposal is turned on so that the blade can chop up the food. The water is kept running in order to wash the chopped-up food scraps through the drainage pipes. Whether a sink has a garbage disposal or not, grease should not be poured down the drain.

THE HOT-WATER HEATER

Hot water is available in nearly all American homes. The water is heated by a simple gas or electric water-heating appliance that is normally located in a cabinet, closet or the garage of the apartment or house. Some apartment complexes have a centrally located water heater. More than likely, the cost of providing electricity or gas to heat the water will be a part of the monthly utility bill, so hot water should not be wasted. The landlord should be notified if you notice any problems with hot water.

Most kitchens have abundant storage areas (shelves, cabinets, drawers, etc.) that are used for storing such items as canned goods and dry foods, e.g. canned bamboo shoots and rice. (However, if all the contents of a can are not used once it is opened, the remainder should be stored in the refrigerator.)

Bathrooms. The bathroom is used for disposing of bodily wastes, washing and bathing. Most contain a toilet, a sink, and a bathtub or shower.

A bathtub or shower is used for bathing. Bathrooms with showers usually have a door or curtain on the bathtub in order to keep water from getting on the bathroom floor. Unlike the typical bathhouse in Southeast Asia, most American bathrooms have no drain on the floor. All bath or shower water must go down the bathtub drain. In fact, many bathroom floors are not water-tight, so care must be taken to keep them dry to avoid damage. There are hot and cold water faucets for both bathtubs and showers. To avoid being scalded or unduly chilled by extreme water temperatures, it is important the correct adjustments of hot and cold water are made before getting into the bathtub or shower stall.

Bathroom sinks also have hot and cold running water, so the same kind of precautions are necessary. A stopper or plug for closing off the drain can be used in order to fill the sink with clean water of the appropriate temperature. Hair is a major cause of clogged sink drains and should not be washed down the drain, but should be collected and thrown out with other trash.

American toilets are designed to be used in a seated position. The only exception to this is when men urinate, at which time they lift the toilet seat and stand facing the toilet bowl. In many parts of Southeast Asia, toilets are designed to be squatted or stood upon. Toilets in the U.S. are not designed for use in this way and could, in fact, be damaged if so utilized. Only human waste and toilet paper should be thrown into the toilet bowl. They are flushed down the toilet by turning the handle which is normally located on the tank which sits behind the bowl. Hair, sanitary napkins, tampons, cigarettes or anything else thrown into the toilet may clog the pipes. These are normally thrown into covered garbage pails or bags. Nothing should be thrown or discarded directly on the floor.

Bedrooms. A home may have one or more bedrooms. A bedroom is used for sleeping and is typically furnished with a bed and mattress as well as closets, cabinets and/or dressers for storage.

Living Rooms. The living room is for family recreation and is the area most commonly used for entertaining guests. Sometimes it may be used as a place to sleep by guests or by family members, but in most cases it is arranged to serve as an area for receiving guests. It is common to find a sofa (couch) and chairs for relaxing and entertaining in this room.

Dining Rooms. This room or area contains a table and chairs and is used for eating. For convenience it is usually located close to the kitchen. In smaller apartments and houses which do not have a separate dining room, the dining table is usually found in the kitchen or living room.

Obtaining Additional Furnishings. Apartments or houses may be rented furnished or unfurnished. Furnished apartments would usually contain most, if not all, of the furnishings discussed above. Unfurnished apartments or houses usually contain nothing more than the basic kitchen appliances--refrigerator, sink, stove and oven. Bathroom fixtures (toilet, sink and bathtub or shower) are provided in both furnished and unfurnished rentals. Furnished apartments or houses are normally more expensive than comparable housing which is unfurnished.

When your students move into their apartment or house, their sponsors or friends may give them some furniture and basic household items, such as cooking utensils, dishes, etc. If they need additional furniture it can be obtained at a lower cost by buying it secondhand rather than brand new. In some places there are secondhand or thrift stores such as Salvation Army or Goodwill Industries. Also, there are moving sales, garage sales, or tag sales where people sell furniture or household items that they no longer need. Often you can buy good quality things at a reasonable price. Rugs and carpets may also be purchased secondhand. Besides being decorative, these help to keep the noise level down and keep the house warm. Curtains, drapes or blinds likewise serve various purposes other than decoration, such as creating privacy and keeping the house warmer or cooler.

Regulating the Temperature. Homes in the U.S. usually have the temperature inside controlled automatically by machines. It is necessary to know how to adjust the temperature. Sometimes the landlord controls the temperature from a central location, but in many apartments and houses there may be a separate control called a thermostat. Homes usually have a furnace or a heater to keep the inside warm in cooler weather. There may be an air conditioner to keep the inside cool in hot weather. When a furnace, heater or air conditioner are working, all doors and windows should be kept closed. To save energy the temperature should be moderate. If the furnace or air conditioner is set too high, it will be expensive. Even if utilities are included in the rent, high heating or air conditioning bills may cause the landlord to increase the rent. In cooler weather, instead of turning the furnace or heater too high, it is usually better to put on a sweater or other warm clothes in the house. The U.S. government recommends that the thermostat in the winter should be adjusted to about 65°F (18.3°C). If there are young children or older people in the home, it is advisable to turn up the thermostat a little more (70°F/21°C) since cold temperatures may cause health problems for them.

In hot weather, if there is an air conditioner, the U.S. government recommends setting the thermostat at 78°F (25.5°C). If there is no air conditioner, electric fans are available to help keep the inside of the house cool. Some fans are made to fit in an open window, others for standing on the floor or on a table.

Electric Lighting. Almost without exception, American homes are lit by electricity. Each light is usually controlled by its own switch which is normally located near the room entrance. The more you use the lights, the higher the electric bill will be. Turn off lights in rooms which are not being used. Occasionally, the electric bulbs will burn out and have to be replaced. This is usually the responsibility of the tenant, but if there is any other trouble with the lighting, the landlord should be consulted.

Outside the Home

Many apartments have additional storage areas in another part of the building or in some other nearby building. It is also common in larger complexes to find special play areas for children, laundry rooms, meeting rooms, or other facilities.

Some apartments and many houses have outside areas that can be used for garden plots. In every case it is necessary that permission be sought from the landlord before preparing the ground for planting. Homes with yards provide extra recreation and work space. Keeping lawns trimmed and sidewalks free of debris is considered important. In fact, in many urban areas, people who live in apartments and houses are legally responsible for keeping them clear of snow, ice or any other objects that could result in injury to pedestrians.

There may be certain local statutes which restrict the ways in which your yard can be used. Burning trash, for example, is commonly prohibited. Putting up or taking down a fence, planting or cutting down trees, making modifications on the outside of your home, or even painting your house certain colors may be prohibited by local statutes.

Finding a Home

The shortage of housing available to lower income groups has reached a critical stage in the U.S. Wade R. Ragas, writing in the Journal of Refugee Resettlement, has identified three forces which have combined to cause this shortage in moderately priced housing:

1) economic factors favor the construction of efficiency and one-bedroom units which rent for higher rates per square foot,

2) rentals are being converted into condominiums, and

3) the natural reduction in living units through fire, abandonment, disrepair and demolitions fostered by new constructions have reduced the total number of units on the market.[1]

Hence, moderately priced housing is not readily available, and in some areas it is much more difficult to locate than in others. Nevertheless, there are several ways to go about looking for a place to live:

- Talk to sponsors or friends.
- Check classified ads in newspapers.
- Walk or ride around the neighborhood looking for signs indicating housing "FOR RENT".
- Go to the office that manages an apartment building to see if any vacancies exist.
- Go to a real estate or housing agent, though there may be a fee involved.

Considerations. When looking at apartments or houses, there are some things to be considered before deciding to rent:

How much can you afford to pay for housing?

How much is the rent?

What is the total moving-in cost, including deposits?

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[1] Wade R. Ragas, "Housing the Refugees" Impact and Partial Solutions to the Housing Shortages," Journal of Refugee Resettlement. Vol. 1, No. 1, pp. 40-48.

If there are deposits, are they refundable? At what time and under what conditions?

Are there extra charges for utilities or are they included in the rental charge?

What major appliances come with the rental?

Is the rental in good condition?

- Do appliances and utilities (refrigerator, stove, lights, plumbing) work properly?
- Do windows and doors open, close and lock properly?
- Are the floors, walls and ceilings in good condition?

How many people are allowed to live in the apartment or house?

Is there public transportation nearby?

Are there stores nearby?

Are schools conveniently located?

Is it easy to get to the place you work?

SOME HOUSING CONCERNS OF SOUTHEAST ASIANS

Many cultures of Southeast Asia have traditional beliefs regarding house construction, including consultations with ancestor spirits on site selection, proper orientation, and proximity to certain geographic features. For the most part, American housing does not reflect these same concerns, a fact of which your students may not be aware.

Paying for a Home

If a person is renting a room, apartment or house, the rent is usually paid once a month on a set day of the month. There may be other expenses that must be paid monthly (e.g., water, gas, electricity)which are not included in your monthly rental fee. If these utilities are paid for separately, a bill will probably be sent directly from the company that provides the service or utility. If this bill is not paid promptly, the company can shut off its services to the house. It may be reinstated, but not before a penalty fee is paid. One utility rarely included in the rent payment is the telephone.

TELEPHONE SERVICE

It is necessary for people who want telephone service to contact the local telephone office for installation and/or billing arrangements. There is usually a set monthly rate for an unlimited number of local calls and additional charges for each long-distance call. Long-distance calls are listed separately on the monthly bill. They can be very expensive. It is now possible to dial directly from your home phone to any other location in the U.S. and many countries around the globe. However, the charges for these calls are made on a per minute basis. There are many cases of refugee arrivals calling and talking at length to their relatives in faraway cities. The resulting bill far exceeds what resources they have for repayment, which results in discontinued telephone service and burdensome monthly payments to the telephone company.

Leases. If a person decides to rent, it may be necessary to sign a lease. This is an agreement between the person who rents (lessee) and the person who owns the rental (lessor) by which the lessee is allowed to live in the house or apartment in exchange for paying a certain amount of money and following rules listed in the lease. Of course, it is always important that an individual fully understand the provisions of the lease before signing it. The agreement made by the lease is binding for the length of time written in the lease, commonly a one-year period. If the agreement is broken before the lease expires, a penalty must be paid. The lease will usually give the date by which the monthly fee is due. If this fee is not paid or if it is often paid late, the lessee could be accused of breaking the lease and could be evicted. For those who are unemployed or do not earn much money, the landlord may require a cosigner for the lease. A cosigner is a person who accepts responsibility for making sure the lessee has enough money to pay the rent.

Deposits. It is common to be required to pay two or more months' rent and/or other deposits when first moving into an apartment or house. If two months' rent is required, it is usually meant to pay for the first and last months' occupancy. There may be additional deposits. A security deposit may be required in order to cover the costs of repairing any damage that might occur due to the renter's carelessness. The cost of the repairs will be deducted from the security deposit and the balance returned to the renter. There may also be a cleaning deposit that insures that when the occupants leave the apartment or house they will leave it as clean as it was when they entered. Any further costs in cleaning the rental for its next occupants would be deducted from the deposits. As is true for all deposits, the renter is entitled to get back all of the deposited money which has not been used or forfeited.

Responsibilities Associated with a Home

When someone rents a room apartment or house, there are certain duties or responsibilities incurred. Some of these can be easily identified. For example, it is important to:

PAY THE RENT ON TIME. Landlords have their own bills, and timely collection makes for easier bookkeeping. There may be a penalty fee for overdue rent.

TAKE CARE OF THE PREMISES. This includes keeping the house clean, both inside and outside, and free from trash, requesting permission for any alterations or additions to household woodwork or facilities (adding a permanent cabinet, hammering nails in the wall, etc.), and notifying the landlord in the event of any damage that occurs or repairs that are needed.

GIVE NOTIFICATION WHEN VACATING. Most landlords will require a 30-day advance notice of any intent to vacate. This allows them enough time to insure that all matters relating to billing and the securing of new tenants can be arranged.

BE CONSIDERATE OF YOUR NEIGHBORS. Many Americans do not like to be disturbed at night when they usually rest. Loud music, yelling or even loud talking and other noisy activities can be disturbing at these times. Sometimes even cooking odors can be annoying to neighbors who are unfamiliar with the use of particular spices and in the quantity that is more typical of Southeast Asian cookery.

Taking Care of the Home

Americans are greatly concerned about cleanliness. Benjamin Paul, writing in a paper entitled "Values in American Culture," says: "Cleanliness is an American value that sometimes reaches compulsive proportions. Americans have taken a vigorous stand against 'filth' long before knowledge of germs gave a rational basis for this aversion...Americans are still singularly sensitive to 'bad odors' as evidenced by the market they provide for patented deodorants and their passion for showers."[2]

A landlord expects his tenant to keep the home in clean condition and in good repair. Americans use a variety of cleaners and devices to do this.

Sponges & Brushes. A sponge or a brush is sometimes used along with water and soap, detergent or cleanser for cleaning things such as sinks, kitchen counters, bathtubs or showers.

Mops. A mop is used to wash the floors, usually with soap or a detergent and water. In the U.S., floors should not be washed by throwing buckets of water on them. This damages the building.

Brooms. Brooms are used for sweeping dust or dirt from a floor. After using a broom, the dust and dirt should be swept into a dust pan and then the dust pan should be emptied into a trash can. Dirt should not be swept into hallways, onto the sidewalk, off a balcony or into any other public area.

Detergents & Cleaners. For washing floors and other fixtures inside the house there is a variety of products available. These are made with chemicals used for cleaning dirt, grease and dust easily from floors, walls and other parts of the house. Some of the chemicals in detergents and cleansers are strong and can damage some furniture or cloth. If used on the skin, hair or other parts of the body, they can be very harmful. They can also be harmful if they are mixed together. There are many different kinds of detergents and cleansers available on the market. All are potentially dangerous if swallowed, so should be kept in storage areas that are locked, or out of the reach of small children.

Vacuum Cleaner. A vacuum cleaner is a machine that uses suction to suck up dirt and dust. Not everyone has a vacuum cleaner. They are useful for cleaning small particles of dirt and dust from rugs, carpets, floors, drapes and sometimes even furniture.

Washer & Dryer. For washing clothes, towels, and linens, Americans usually use a washing machine. In a house, the washing machine is sometimes found in the basement or near the kitchen. In an apartment building there may be a separate area (laundry room) where there are several machines that are usually coin or token-operated.

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[2] from "Values in American Culture" by Benjamin D. Paul, taken from Manual and Guidelines for Peace Corps Cross-Cultural Training in Thailand, prepared by Amphon Orgklaub, 1974, Bangkok.

For drying laundry, a machine called a dryer may be used, or the laundry may be hung in an appropriate place. Some homes have clotheslines for drying laundry in the yard. Apartment buildings may also have lines for drying laundry. Clothes should not be hung on the balcony of an apartment, on benches, trees or fences around the house or apartment building. Many Americans would consider this unsightly. Clothes should not be hung in a closet to dry, as mildewing will most likely occur.

If there is no washer or dryer in the home, it may be necessary to take the dirty laundry to a laundromat to be washed. This is a place where coin-operated washers and dryers can be found and are available for public use. It is easy to ruin clothes or damage the machines if they are not used properly. There may be laudromat attendants who can provide assistance in operating these machines.

Not all clothes can be washed and dried in a machine. Some should be washed gently by hand; others should be professionally dry-cleaned. The label inside the clothing can be checked to see if it can be washed and dried in a machine.

Disposing of Garbage & Trash. In most apartment buildings, there is a room or place where trash can be placed where it will be removed by a trash or sanitation service. Sometimes there will be a trash chute where garbage is thrown. Frequently, it is necessary to keep cans, bottles and paper trash separate from other garbage, like food scraps and dirt from cleaning the house. In a house and even in some smaller apartment buildings, it may be necessary to put the trash in a garbage can or container outside near the street where it can be picked up by a disposal or sanitation service. Depending where you live, you may have to pay for trash pick-up or it may be included in the rent payment.

Any garbage or trash around the home should be placed in a bag or container which can be covered or closed to stop unpleasant odors from escaping, and keep insects, mice, rats or other animals from getting into it. Large quantities of trash should not be kept in the home. In some places local laws or the rules of the disposal service may require you to use a certain kind of container or plastic trash bags.

Home Safety

Reminders. The following are some reminders for safe living in and around the home that can be passed on to your students.

Cleaning Supplies

- Store cleaning supplies in closed containers out of the reach of small children. Poisoning is a real threat because many cleaners are packaged in containers similar to food packaging. Keeping such cleaners in separate storage areas may help prevent their accidental use.
- Never mix cleaning products since dangerous fumes can be released.

Electricity

- Never use an electrical appliance that is not in good repair.
- Never use electrical appliances near water.
- Keep appliances out of the reach of small children.
- Keep objects (including the fingers of curious children) out of electrical outlet
- Don't overload electrical outlets by plugging too many appliances into a single outlet.
- Report bare or worn electrical wiring to the landlord.

Fire

- Know the safest and quickest exit from your home in the event of fire.
- If you smoke, use an ashtray. Don't throw cigarettes or matches or cigarette ash on the floor or carpet.
- Never smoke in bed or near flammable substances such as gasoline, natural gas, or some cleaning fluids.
- Never leave irons, toasters or heat-up appliances turned on if you leave the room.
- Never leave an appliance turned on if you are going away from your home.
- Don't store gasoline or flammable substances inside your home.

- Never have an open fire in the house. If there is a fireplace, use a fire screen.

- Never burn charcoal sold for barbequing inside the house. If your house or apartment does not have smoke alarms you should install them. In some places they are required by law.

ATTENDING TO CHILDREN

Children should not be left unattended at home. Most cities have laws that say how old children must be before they can be left alone without adult supervision. It is considered important to know where all your children are at all times. The penalty for leaving young children unattended or in the care of a ten or eleven-year-old sibling can be severe. If done often, neighbors are likely to call the police and report the case as potential child neglect. Americans are encouraged to take such action in order to protect children. If the police find the children unattended, they may pick them up and take them to a shelter home and then search for the parents. The parents, in turn, may have to go to the courts to get the children back, a process that can take months.

Keeping the Home Secure. It is important that the doors and windows can be closed and locked. This is especially true in urban areas where there are many people living close together, and the crime rate is high.

When strangers come to the door, it is a good idea to find out who they are and what they want before opening it to let them in. If there is any doubt about who they are, they should be asked to produce their identification. To make it easier to see who is at the door, some homes may have a peephole in the door or a chain that permits opening the door part way without letting someone in.

When leaving the home, lock the doors and windows. If the home will be empty for more than a day, a friend or neighbor should be asked to check on it from time to time to make sure things are all right. Keys should be kept in a safe place. You might suggest to your students that it would be a good idea to give a set of keys to their sponsor, a friend or someone they can trust, in case they lose their keys or accidentally lock them in the house.

Emergencies & the Telephone. Many times the closest and best source of help during emergencies is a telephone. Keeping a list of important numbers near the telephone can be helpful.

EMERGENCY TELEPHONE NUMBERS

Since accidents sometimes occur, be prepared! Have these emergency phone numbers ready and near your telephone:

SPONSOR ______________________________

(NEIGHBOR OR FRIEND) ______________________

FIRE DEPARTMENT _________________________

POLICE _______________________________

DOCTOR _______________________________

POISON CONTROL __________________________

HOTLINE ______________________________

INTERPRETER OR BILINGUAL
FRIEND (if you don't know
English well) __________________________

LANDLORD OR APARTMENT
MANAGER ______________________________

CHILDREN'S SCHOOLS ______________________

PARENTS' NUMBER AT WORK __________________

The Family at Home

In the United States most households are composed of nuclear family units, that is, parents and their children. A significantly large number of households, however, are composed of single people or single-parent families. It is uncommon to have an extended family (grandparents, uncles and aunts, parents and children) living together under one roof.

It is usually more difficult for larger families to find housing than it would be for smaller ones, simply because there are greater numbers of housing units designed for smaller families. But sometimes even families with few members face problems. For example, many landlords choose not to rent to people who have children. More often than not, they reason, children cause damage to property and make a lot of noise which bothers them or other tenants. Another example: many cities have statutes which limit the number of people who can occupy a single room or housing unit.

Sleeping arrangements in U.S. households may seem strange to newcomers. Many American parents sleep in a separate room from their children. This may be true for even the smallest of infants. Americans do not feel this shows a lack of affection or consideration for their children; rather, it touches on the deep sense of privacy that exists in American culture.

In many traditional Southeast Asian households, it is the woman's duty to care for the children and home, and to prepare the meals. The same thing could be said of traditional women's roles in the U.S. But as more and more women join the work force--and this is true of many refugee arrivals--the traditional roles are being redefined. It is difficult to expect someone to handle all household duties in addition to holding down a full-time job. Many people have eased the stress this may cause by sharing the duties required to maintain their household.

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Introduction

Refugees going to resettle in the United States should be aware of the fact that they will be expected to become self-sufficient as soon after their arrival as possible. In order to attain any degree of self-sufficiency, each refugee family will eventually need to have at least one member who has entered the U.S. labor force.

Refugees preparing to enter the U.S. labor force may be divided into two categories: those who have never held a job before and those who held jobs in their native country. Both categories of people, however, can expect to be treated much the same as people who have no U.S. work experience, and therefore as first-time job applicants. Because of this, the refugees should be aware of the particulars of seeking, getting and keeping a job in America, and should gain some understanding of the American job market in general.

Types of Positions

Job positions in America can generally be divided into three major categories: *Unskilled, Skilled,* and *Professional*.

Unskilled Positions. Unskilled positions usually require very little, if any, formal training or experience, and can often be performed by individuals with minimal English skills. These positions are the lowest paid of the three major types.

Most people who are just entering the American labor force will enter at the unskilled position level. These positions are commonly viewed as only temporary in nature, used simply to gain some work experience, and to establish an employment record to be used as a reference when looking for a "better" job. Taking an unskilled position is an almost always necessary first step in obtaining a skilled or career position. Many people who are training/studying for a career often work at an unskilled job until they have completed that training, then use that unskilled job as a reference when looking for a position in the field for which they have trained.

Unskilled positions can be found in almost every field of employment and are performed on a part-time basis as often as they are performed on a full-time basis. Common unskilled positions include: general construction laborers, assemblers in light manufacturing firms, sales clerks in shops, counter clerks in fast food restaurants and markets, waiters and waitresses, bus boys, janitors, dishwashers, receiving clerks, stock clerks, messengers, bell-hops in hotels, file clerks, cashier, etc.

For additional information on EMPLOYMENT FIELDS, see Appendix 1, p. 99

These jobs are commonly paid on an hourly wage basis or perhaps, as in the case of assemblers, on a piecework basis. Wages for unskilled jobs rarely exceed the established minimum wage. In unskilled jobs like waiters/waitresses or bellboys/bellhops the wage is often supplemented by "tips" from customers. Most companies which have unskilled positions only provide minimal benefits, if any, often only a basic medical plan and payment into a state disability plan.

Skilled Positions. Skilled positions usually require at least some formal training or education. In addition, a skilled position or "blue collar job" normally requires a greater English ability. Skilled positions pay more than unskilled positions, and the pay often increases as skills or experiences accumulate. In America, a skilled position can be viewed as a career position--a position in which there is the opportunity for position and salary advancement. Depending on the employment field, some skilled positions can be even higher paying than some professional positions.

Skilled positions can be found in almost every field of employment and are most often performed on a full-time basis. Common skilled positions include: general office secretaries, typists, receptionists, bank tellers, hairdressers, carpenters, electricians, plumbers, T.V. and radio repairmen, electronics technicians, computer key-punch operators, auto mechanics, truck and bus drivers, airline stewardesses, butchers, florists, restaurant cooks, bakers, bricklayers, etc.

People in these positions are normally paid on an hourly or weekly basis, and usually are eligible for "overtime" pay if they work more than the regular work day. Skilled positions normally have an initial salary at a rate higher than the minimum wage, and companies often offer employees in skilled positions benefits beyond a basic medical and unemployment plan.

Many skilled positions are unionized. In these positions employees are required to join a union before being eligible to work. Unions are associations of workers in a particular company, or perhaps type of work, which represent those workers in wage and benefit negotiations with employers. Not all companies have unions, but for those that do the employees are usually required to join in order to be employed. Most unions charge annual dues which are deducted from a member's wages on a scheduled basis. These fees help pay union expenses and operating costs. Because unions usually represent most, if not all employees in a company or type of job, they are in a stronger position than an individual when bargaining for higher wages or improved benefits. Often, workers who are members of a union will receive better wages and benefits than non-union members.

Most people will not be able to immediately enter into a skilled position unless they have been specifically trained for it. Even then, it is common to have a company start an employee in an unskilled position before moving them into a skilled position. Many skilled positions offer the opportunity for advancement within the company or within the skill field. Although they may change companies, people often remain in a particular skill field for their entire working lives.

Professional Positions. Professional positions usually require an extensive training or educational background before an individual can become eligible for employment. Professional positions will probably, in the long run, end up paying more than any other type of position. Often however, individuals who are just starting out in professional positions earn less than those in skilled positions. Most professional positions can only be performed on a full-time basis.

Common professional positions include: teachers, lawyers, doctors, dentists, accountants, pharmacists, airline pilots, architects, draftsmen, designers, photographers, engineers, social workers, nurses, physical therapists, insurance agents, real estate agents, etc.

Individuals in these positions are usually paid a salary on a monthly or yearly basis, and are normally ineligible for overtime payments. Salaries for professional positions are often only as high as those of skilled positions at the start; but normally they pay more (in both salary and benefits) in the long run. Some professional positions require that the individual join a union. Professional positions usually require that the individual be tested and receive a license or certification from each state in which he wants to work.

Professional positions normally provide the widest variety of benefits, in addition to the regular salary. These benefits often include medical plans, retirement plans, unemployment insurance, educational benefits, paid association fees, and paid vacations of a month or more.

It is common for an individual to enter a professional position directly after completion of an education or training program. Without this training there is little opportunity for progression from skilled status to professional status. Instead, the two types of positions tend to support and complement one another. A professional position tends to offer advancement within the field of employment rather than within a company. Most individuals who have trained and worked within a particular profession tend to remain in that profession for their entire working lives.

Types of Wages

The various ways in which salaries can be calculated often confuse the first-time employee in the U.S. Wages in the U.S. are generally calculated in one of four major ways: *hourly rate*, *piecework rate*, *monthly rate*, or *annual rate*. It is possible that an employer might even use a combination of these methods to calculate a salary.

Hourly Rate. Hourly rate wages are based on the exact number of hours that have been worked. In most businesses the regular fulltime work week from thirty-five to forty hours (or seven to eight hours per day); beyond this regular work week employees who are paid by the hour become eligible for overtime pay. Overtime pay is usually at a rate of one and one-half times the regular hourly rate.

> *OVERTIME REQUEST*
>
> *In all companies employees must be asked by the employer to work overtime in order to be paid for it. Simply working overtime hours without receiving a prior request may mean the employees will not be paid for those hours.*

It is possible that overtime work may be expected as a regular part of the job. While the employees will get the extra pay they do not have the privilege of refusing the work. *Refusal to work pre-established overtime hours could cause employees to lose their jobs*. Any working conditions such as this should be determined at the time a job is offered. Refugees should be sure that they understand these conditions before accepting any job, and if they have any questions, they should ask their sponsor or employment counselor.

Hourly rate wages vary according to the job. Most unskilled positions will pay the minimum wage, or slightly higher. The minimum wage is the lowest amount that most employers are allowed to pay their employees. It is set by the Federal Government. Exceptions to the minimum wage law are possible only in situations in which the employee earns additional pay (as in "tips" for waitresses) as a regular part of the salary, with the additional pay bringing the hourly wage average up to the minimum wage level.

Piecework Rate. Piecework rate wages are often used in mass production assembly type businesses. These businesses usually produce large amounts of specific items (i.e. circuit boards for electronics firms, engine parts, machine parts, etc.) and depend on individual employee output for final production. Piecework rate wages usually guarantee the earner a fixed weekly wage plus extra pay for each additional piece the individual produces beyond a set minimum amount:

EXAMPLE OF PIECEWORK COMPUTATION

> *An employee is paid \$125 to produce up to 500 circuit boards per week. For each circuit board beyond the 500 minimum the employee receives an additional 10 cents. Therefore, if the employee could produce 600 circuit boards in a week, the total gross weekly wage would be \$125 for the first 500 plus 10 cents times 100 extra boards to equal \$135 for the week. \$125 + (\$0.10 x 100) = \$135.*

The piecework rate wage usually only guarantees employees what they would earn at the minimum wage rate. Only by producing many additional pieces beyond the minimum, will the extra per piece pay be worthwhile to the employees. This type of wage can be very profitable to both the employer and the employees.

Monthly Rate. Monthly wage rates are more common to more skilled positions. In this form of calculating a salary, the position itself is determined to have a fixed worth for a fixed number of hours each month. A monthly wage rate would normally be used for businesses in which it is more possible to predetermine the number of hours an individual would be required to work each month. For monthly wage rate earners it is possible that overtime could be paid off at an hourly rate, or the wage earner could be awarded a pay bonus, to compensate for the extra hours worked.

Annual Rate. Annual wage rates are normally used to calculate the salaries of professional positions. These salaries are for fixed amounts and annual wage rate earners are rarely paid for overtime. People earning salaries based on annual wage rates are compensated for extra time and effort by having their salaries supplemented with bonuses, or other benefits. Annual rate wage earners agree in advance to accept responsibilities or to perform certain tasks for the set annual salary, regardless of the number of hours worked each day.

Pay Periods

Regardless of the way in which a salary is calculated, an employee can normally expect to be paid once a week (weekly), once every two weeks (bi-weekly), twice a month (semi-monthly) or once a month (monthly). These pay schedules do not affect the way in which a salary is calculated. Most businesses pay their employees at regular intervals called pay periods. In general there are four major types of pay periods used by American employers: *Weekly pay, bi-weekly pay, semi-monthly pay, and monthly pay.*

Weekly Pay. This is a schedule by which employees are paid at the end of every week (usually on Fridays) for work done during the previous week.

Bi-Weekly Pay. Employees on a bi-weekly pay schedule are paid every two weeks (every 14 days) for work performed during the previous two week period. Employees being paid on a bi-weekly schedule are usually paid on different days each month. This schedule is often confused with semi-monthly pay.

Semi-Monthly Pay. This pay schedule allows the employer to divide the year into an even number of pay periods. On a semi-monthly pay schedule the employees are usually paid the 15th and last of each month for the work performed during the previous pay period.

Monthly Pay. This pay schedule is commonly used for individuals in professional positions. On a monthly pay schedule employees are usually paid on the last working day of each month for the work performed during the previous month.

Because of the calculations required to figure the salaries of U.S. workers, it is not uncommon that first-time workers will have to wait for one pay period to pass before receiving their first pay check. From that point on, the pay received will usually reflect the time worked, or wages earned, for the preceding pay period.

Types of Benefits

In addition to the regular salary, many employers offer other benefits as a supplement. The amount and type of benefits offered to an employee differ from employer to employer. The first-time employee should clarify which benefits are available when considering a job offer. These benefits should be treated the same as extra money and a job seeker should consider them carefully.

Workers' Compensation. Workers' compensation is available in most states in the U.S. However, since employers are not required to participate in a state workers' compensation program, not all employees are eligible for this particular benefit. Workers' compensation provides, for those who are eligible, a partial extension of earnings and payment for medical expenses during any period in which the employee is unable to work due to injuries received on, or contracted from, the job. These benefits are usually received for temporary total disability, medical expenses, and permanent injury. While some employers do not participate in a state workers' compensation program they may provide similar coverage through other disability insurance.

Life Insurance. Life insurance is sometimes provided by an employer. When it is, the cost may be completely paid by the employer, or some part of it may be paid by the employer and some by the employee. Life insurance usually provides a cash payment to the employee or his designated survivor if seriously or permanently injured, or in the event that the employee is killed on the job.

Health or Medical Insurance. This is commonly offered by businesses to their employees at no cost to the employee. Because of the high cost of medical care in the U.S., a good medical insurance program can be a very valuable benefit. Most of these programs are available for an employee's family at an additional cost to the employee. First-time job seekers should carefully check medical insurance policies and find out exactly what they cover. *Note that most medical insurance policies do not include eye or dental care*.

Retirement Plans. These are benefit programs in which both the employer and employee participate. In most retirement plans the employee will pay a fixed amount from his salary, which the employer will match with a percentage of that amount. These payments are made while the employee works for a company and are paid back in monthly installments when the employee is too old to work. A retirement plan is often offered to people in skilled or professional positions.

Discounts. Discounts on purchases are sometimes offered by employers whose businesses are manufacturing or sales. A discount means that an employee would pay a certain percentage less for an item than a regular customer.

Bonuses. Bonus money could be offered both as a benefit and as an incentive to work harder. Many employers in the U.S. offer to pay extra holiday bonuses to employees who worked well throughout the year. This holiday bonus would usually be paid at Christmas time, or New Year's. Some employers whose businesses involve sales or manufacturing will offer an incentive bonus to those employees whose sales or production is particularly high. Some production related businesses offer bonus money to employees whose suggestions increase the efficiency or improve the safety of the business.

Allowances. Allowances for payment for uniforms, tools, or transportation are sometimes offered by employers. In businesses where particular uniforms or tools are required, the employer will sometimes provide the items themselves or will provide reimbursement of the cost to the employee. In some sales businesses where travel is part of the job a company may provide a travel allowance.

Credit Unions. Services of credit unions are sometimes offered through the employer. Credit unions make loans available to participant members at lower interest rates than usual. Loans are easier to obtain through a credit union as the company itself guarantees repayment. Payments made on credit union loans can be automatically deducted from the employee's salary.

Sick Leave. Sick leave is offered as a benefit for almost all full-time employees. Time off for sickness is looked upon by employers in different ways. Some allow the employee to accumulate sick days, which are earned at a fixed rate each month, to be used when needed. If an employee is sick for a long time, some employers will allow sick leave without pay and hold the position open until the employee can return to work; others may dismiss the employee from the job.

Vacation Time. Vacation days are days away from work which are used for leisure. Most employers allow paid vacation days (i.e. the employee receives full pay for days used for vacation); some will not. Vacation days are usually accumulated throughout the year as an employee works at a fixed number of days per month.

Stock Options/Profit Sharing. Stock options and profit sharing are benefits usually available only through larger companies. These companies offer employees an opportunity to purchase stock in the company on a matching basis. For example, if an employee buys four shares of stock, the company might give the employee one share at no cost. A similar fringe benefit plan is profit-sharing. In this instance the company will divide or "share" a certain percentage of its profit among its employees each year.

Some of the benefits mentioned above require that the employee pay part of the cost. Benefits requiring this payment will often have the cost deducted directly from the employees salaries at predetermined intervals. Any deduction which is used to pay for a benefit will be noted on each employees paycheck.

Refugees, should understand that the benefits mentioned above are only examples. Some companies might offer all, some, none, or even different benefits to employees. Often, refugees will compare benefits and sometimes become upset if their neighbors or friends receive different benefits than they are receiving. No two companies in the U.S. will offer the same benefits. Employees should therefore have a clear understanding of the benefits they will receive before they accept a job.

Pay and Deductions

In some cases, especially those in which the employer has a very small company (or very few employees), the employees might be paid in cash. More common, however, is payment by check. If paid in cash the employee should receive a pay envelope or pay receipt which details all the pay calculations and deductions. For those paid by check the calculations and deductions will be noted on a separate portion of the check called the pay-stub.

See Appendix 7, SAMPLE PAYCHECK, p. 123

Many first-time employees are confused by the difference between the amount of pay they agreed upon at the time they were hired and the amount actually received each pay period. In the case of first-time refugee employees this confusion has occasionaly led to the refugee feeling cheated by the employer. Some refugees have even gone so far as to quit their jobs because of this, often without ever asking the employer to explain the differences among *gross pay*, *net pay*, and *deductions*.

Gross Pay. The wage offered for a job usually represents the gross pay. This is the amount advertised in the want ads, or discussed between the employer and potential employee during a job interview. Gross pay is the total amount of pay earned for the pay period before any deductions have been made.

Net Pay. The amount employees actually receive is the net pay. Net pay represents the amount the employee receives after all deductions have been made.

Deductions. Deductions are amounts taken away from the gross pay during a pay period, and can vary depending on a variety of factors. Deductions come in two forms either (a) mandatory or (b) voluntary.

(a) Mandatory deductions are those deductions required by law which must be taken from an individuals pay each time and include:

-Federal Withholding Taxes (Fed. With. Tax) - a fixed percentage of the gross pay which is taken by the U.S. federal government to help pay for the country's operating costs. Federal withholding taxes help pay the costs of welfare, national defense, aid paid to other countries, etc.

Taxes are withheld at different percent rates depending on the gross amount earned each pay period and the number of exemptions on employee claims.

-F.I.C.A. (Federal Insurance Contributions Act, or Social Security) is withheld at a fixed percentage of the gross pay. F.I.C.A. payments are returned on a monthly basis once an employee is old enough to retire (usually at age 65 years), or when an employee is injured and can no longer work.

- State Wtihholding Taxes (State With. Tax) are only withheld in some states in the U.S. Where they are withheld they are deducted at a fixed percentage of the gross pay and go to help pay the operating costs of a state. Some states do not withhold these taxes each pay period, but collect separately and for particular purposes.

- City Withholding Taxes (City With. Tax), like state tax, are only withheld in some cities in the U.S. Where they are withheld it is at a fixed percentage of the gross pay and is used to help pay the operating costs of the city. In some cities there are no city taxes deducted from the pay, but other taxes are collected (i.e. sales tax) which are used for the same purposes.

(b) Voluntary deductions are those deductions which an employee has requested, or for which an employee is receiving a requested benefit. The deductions can either be deducted each pay period, or on a regularly scheduled basis (i.e. monthly, every 3 months, etc.) and include:

- Medical Insurance - deductions for complete family coverage can sometimes be made in companies for which coverage is only provided for the employee.

- Union Dues are often deducted from an employee's pay in cases where the employee must be a union member to work. These dues are usually deducted on a monthly basis.

- Credit Union Payments for employees who have taken a loan from a credit union can be deducted directly from a paycheck. This is usually done as a convenience for the borrower.

- Life Insurance Payments can be deducted much the same as medical insurance payments, if the employee has asked for additional insurance not normally provided by the company.

These are only examples of some types of voluntary deductions which can be subtracted automatically from the paycheck. There may be others depending on the company for which an individual works, and the benefits provided.

NET PAY

> *It is important that the potential employee understand that the actual amount paid (net pay) each pay period is the gross pay* *after* *all deductions have been made.*
>
> *NET PAY = (GROSS PAY) - (DEDUCTIONS)*

Looking for a Job

One of the more difficult tasks which face the first-time job seeker is finding out where to look for a job. The first step any job seeker should take in the search for a job is to make a personal assessment of any skills, experience or training which relate to work. Most refugees from Southeast Asia will not have had enough, if any, exposure to the kinds of jobs available in the U.S. to be able to make such an assessment without some help. If such help is needed, the refugee job seeker can turn to *friends* and *sponsors, voluntary agency (Volag) resettlement workers, mutual assistance association (MAA) counselors, state employment counselors*, or *private "for profit" employment agencies.*

Friends and Sponsors. For refugees the most convenient sources of information about any subject, including employment, are their friends and sponsors. However, depending on the personal experiences of an individual friend or sponsor, the information they provide may not be complete, or even correct. The information a friend or sponsor will be able to provide concerning the local job market will be limited only to a few specific companies, or types of businesses, and may not relate well to the refugees' skills. In making the personal assessment, friends or sponsors may only be able to help the refugee prepare written outline of past experiences and training. Some friends or sponsors may be able to provide more detailed help, but the refugee should not rely entirely on the information obtained from these sources.

See Appendix 5 and 5.1, SAMPLE RESUMES, pgs. 116-117

SEEKING ADVICE

> *If refugee job seekers go to friends or sponsors for advice on the job market, or in making "personal assessments," they should at least go to those who have been in the U.S. for some time and who are themselves working.*

In order to obtain the most reliable, helpful information or assistance in looking for a job, refugee job seekers should turn to any of the other three sources - *state/local employment offices, Volags*, or *MAA's.*

State/Local Employment Offices. These offices can be found in almost every community in the U.S. and are staffed by professional job counselors who are available to help anyone looking for a job. These offices are usually kept informed by local employers, and unions, about job openings and requirements for unskilled and skilled positions. Services provided through a state/local employment office are free of charge both to the potential employers and job seekers. Depending on the size of the community in which a public employment office is located, services can vary. Most, however, will offer:

Job counseling: assistance in making the personal assessment; administering vocational aptitude tests; helping in preparation of resumes (fact sheets); etc.

vocational training referrals: (for refugees who meet the specific program criteria, i.e. financial need, age limits, etc.) provide official introductions/connections with existing skills training programs. Qualified refugees will be admitted to these programs and be able to participate in learning a specific skill.

Job interview referrals: (for refugees who already meet specific job requirements) provide introductions or recommendations to the companies personnel office. These introductions are needed in order to be considered for interviews for many jobs.

In communities where there are heavy concentrations of refugees these offices might offer additional services specifically for refugees. Often these "refugee-specific" services will include:

- certified translation of educational, training, or other documents from the refugees' languages into English.
- job counseling services in the refugees' own languages.
- referral to specially funded ESL and vocational training programs for refugees or low-income groups.

These "refugee-specific" services are not available in all areas of the U.S., but usually only in those areas where special funding has been provided through the federal government, Dept. of Health and Human Services (HHS). The HHS is that department of the government which authorizes and funds all the publicly supported refugee-specific programs throughout the U.S.

Volags and MAA's. These organizations often have staff available to provide, among their other services, many of the same employment services which are available through state/local employment offices. Volags and MAA's only provide these services in areas where there are heavy concentrations of refugees. Often these organizations provide services in the native languages of the refugees. Services provided by Volags and MAA's may include:

- certified document translation.
- assistance in making personal assessments and help in preparing a resume (fact sheet)
- job counseling in the refugees' native languages.
- interpreters who can accompany refugees to job interviews, if necessary.

In some cases, Volags and MAA's also receive special federal funding to provide additional ESL, cultural orientation, or vocational training for newly arrived refugees.

For the refugees, the advantages of having services specifically for them available through a Volag or MAA are that:

- there is more time available for counselors to spend with individual clients.
- information can be tailored to meet the special needs of specific groups.
- the counselors and interpreters are often former refugees who have gone through the same experiences and can offer personal advice and support.

There are however, some disadvantages. Many refugee-specific organizations are relatively new. Because of this, they have not yet established contacts with potential employers, contacts already firmly established by most state/local employment agencies. In addition, funding restrictions often allow Volags and MAA's to only provide services to refugees who meet specific "eligibility criteria" (i.e. refugees who have recently arrived in the U.S. and not those who have been there a long time already). Finally, being refugee-specific puts these organizations into competition for the same jobs with other ethnic-oriented agencies (i.e. Mexican-Americans, Blacks, American Indians, etc.).

Private "For Profit" Employment Agencies. The private employment agencies provide many of the same employment services of state and local employment offices. The main differences, however, are that most private employment offices aim more at placing their clients into skilled and professional positions and charge fees for their services. The fees charged at private employment agencies are usually based on a percentage of the monthly salary if the client decides to accept one of the positions referred by the agency. If the client decides not to accept any of the positions referred, the private employment agency will usually charge a lesser fixed fee.

> *Private employment agencies are like any other business and operate in order to make a profit. Unless a refugee job seeker has a special skill which can only be used in limited businesses, going to a private employment agencies will probably not be the best way to look for a job.*

Most public and private agencies employ professional job developers whose job it is to go out and find job openings in the local job market. Many job developers have their own established sets of contacts on whom they rely for continual job information. Almost all job developers also look for jobs in other places; places the job seekers can also search themselves, including want ads, looking for "help wanted" signs, etc.

See Appendix 4.1 WANT ADS, p. 114 and Appendix 4, COMMON ABBREVIATIONS used in want ads., p. 113

Want Ads. Perhaps the major source of information about jobs available in a local area are the want ads. These ads are found in the daily local newspaper in the section marked Help Wanted or Employment Opportunities. Want ads will usually be listed alphabetically near the back section of a newspaper and will list:

- the type of job, or job title.
- any experience or training requirements.
- any special requirements (i.e. references from previous employers).
- salary offered, or salary range.
- a contact address, telephone number, or person, and when to make the contact.

The individual job seeker should check the want ads every day when looking for a job and, when finding a particular ad of interest, should make contact immediately.

Individuals who are looking for work should always act quickly when answering an employment ad. Waiting reduces the chances of the job still being available when finally making contact.

Help Wanted Signs. Signs which are posted in the windows of businesses are another source which can be used to find jobs. Job seekers who see help wanted signs posted in windows should go in and ask what job openings are available. Even if the jobs available at that time might not be right, applications should still be made for any other job openings which might occur in the future. Job seekers should not be embarrassed to apply at as many places as possible, as this only increases their chances of eventually getting a job.

Personal Initiative. Even if there are no "help wanted" signs posted, or in the newspaper, job seekers can still ask about jobs at places that relate to their particular skills or interests. Many companies have "open door" application policies that welcome job applications at any time and then hold those applications on file for future vacancies.

Job seekers can locate companies which relate to their particular skills or interests by looking through the "Yellow Pages" of their local telephone directory. The Yellow Pages list companies by the services they provide or perform. After job seekers find companies which relate to their skills they should either call, or go in person to ask about possible job openings.

Refugee job seekers should realize that they will probably not get the first job they apply for in the U.S. Finding jobs in the U.S. is becoming more difficult. Current U.S. unemployment rates are high. Also there are many non-refugee Americans just entering the job market for the first time. Because of these and other factors, it is important for refugees to try to find work as soon as possible after their arrival in the U.S.

Many professional job counselors believe that anyone in search of a job should be willing to spend as much time looking as they would spend working. This means that job seekers, according to job counselors, should spend at least 40 hours a week looking for a job.

Applying for a Job

See Appendix 3, SAMPLE SOCIAL SECURITY CARD, p. 109

After having made the initial inquiries into what jobs they might be qualified for and where those jobs are, job seekers should prepare to make their applications. Before going to where the job applications will be made, job seekers should be sure that they have several documents including: *Social Security Cards*, *I-94's* and *Resumes*.

Social Security Cards. Social security cards are necessary for each job seeker before being considered employable. Refugees, regardless of age, who resettle in the U.S. are eligible under a special section of the Social Security Act to obtain their Social Security Numbers (SSN). The SSN is a 9 digit identification number (i.e. 123-45-6789) and will probably be used as the primary identification number on important personal and family documents. Documents on which the SSN will probably be used include:

- Job Applications
- Federal Tax Withholding Forms (W-4)
- Wage and Tax Statement (W-2)
- Federal Tax Reporting Forms (1040)
- Driver License Applications
- Pay Checks
- Union/Guild Applications
- Credit Union Applications
- Bank Statements

The SSN also identifies each individual as a potential recipient of social security benefits. These are monthly cash payments made by the federal government through the social security administration to individuals who are too old or otherwise incapable of continuing to work.

See Appendix 3.1 SAMPLE SOCIAL SECURITY NUMBER APPLICATION, p.110

Each refugee family group will receive letters of introduction and explanations regarding application for social security cards before they leave the camps.

> *When applying for a Social Security card, the head of each refugee family unit must go personally to the Social Security office nearest them in the U.S. with signed applications for all family members. The head of each family unit can sign for those family members who cannot sign for themselves. Applicants should remember to take all*

immigration (INS) documentation for all family members—this means the I-94's issued to each family member--when they go to apply. Going in the morning hours (between 9 a.m. and noon) will usually help in obtaining cards the same day as the application is made.

I-94 Cards. The I-94 card is the other important piece of identification each refugee needs to have readily available. The I-94 is the primary INS document issued to each refugee entering the U.S. In addition to identifying them with an "alien" number (A#) the I-94 is stamped "EMPLOYMENT AUTHORIZED", which allows refugees to work in the U.S. The alien number is a 9 digit number preceded by the Upper case letter "A" (i.e. A12-345-6789).

The alien number is usually referred to when dealing with the Volags, INS, state/local public assistance offices, including the employment office. The alien number will be used when applying for a Social Security card, when applying for public assistance (i.e. welfare, food stamps etc.), as well as with dealing with the immigration service (i.e. when requesting permission to travel outside the U.S.).

Resume. The resume is a fact sheet of important information that job seekers should have available at all times. Resumes can be used as an aid in completing job application forms; helping to insure that all the important facts get onto the applications; as a reminder to be left with a potential employer after a job interview to demonstrate the applicant's interest; as an attachment to a job application which gives more details about an applicant's abilities; or as an introduction to potential employers when inquiring about jobs.

See Appendix 5, and 5.1 for SAMPLE RESUMES, pgs. 116-118

Generally a resume is more effective if it is neat and brief. The resume should provide information which is complete and accurate. Since the resume is usually the first thing the potential employer will see from you, it should also be attractive, easy to read, and be carefully written to include proper grammar, spelling and punctuation. Job applicants should always keep up-to-date copies of their resumes on hand and take several copies with them when going to job interviews. Resumes should include:

Personal information. Name, address and telephone number. Other personal information which can be included, but is not required, is date of birth, marital status, condition of health, etc.

Work experience or work history. This section is usually a listing by job, starting with the most recent job first and working backward through the years. Information which must be included is the name and address of each employer, the job position held, a description of the job responsibilities, and the dates of the employment. Job applicants who have little or no formal work experience should be sure to include information on any other relevant experiences. Any experiences can be added to a resume. These experiences need not reflect the western concepts of a formal work history, but can include such things as military experience, experience gained from farming, participation in local organizations or projects, etc. Also any work performed while in the refugee camps can be added to a resume. Camp interpreters, or volunteers who worked with Volags, can use these experiences on their resumes.

Education and training. This should be a chronological list of any education or training. The listing should include the name of the school, the subjects of study, the years attended, and any diplomas, degrees, or certificates of completion received for that study. For recent graduates with little or no actual work experience this will probably be the major part of the fact sheet. Refugees should be sure to include any training received while in the refugee camps. This could include any of the Volag operated training programs in sewing, child care, etc. Refugees should also be sure to include the Intensive ESL/CO training as part of the education section of their resumes.

Miscellaneous information. This is extra information which may or may not apply to the job being sought. Often this section includes membership in clubs or professional organizations, knowledge of foreign languages or special technical skills (i.e. typing, motorcycle engine repair, sewing, weaving, etc.)

Personal references. Often included on a fact sheet are the names, positions and addresses of individuals with a direct knowledge of the applicant's qualifications for a job. These might also be people who can give a "character reference," be able to tell the potential employer something about the applicants background or reliability. Refugees might use the names of members of local MAA's or their sponsors.

If the resume is sent to an employer before an interview it should be accompanied by a letter of introduction. A letter of introduction should, whenever possible, be addressed and written to a specific individual in a company. The purpose is to describe briefly, the writer, the reasons for writing and any accompanying enclosures. When writing a letter of introduction, a job applicant should make sure that:

- it is typed or written neatly and accurately.
- it is addressed, whenever possible, to a specific individual.
- it states exactly the kind of position sought and why the applicant is writing to the particular firm,
- it is clear, brief and businesslike.
- a copy of the fact sheet is enclosed.

In order to be considered for a job each individuals have to meet certain "job-specific" requirements. Usually, qualifications of the individual applicants will be determined from information they provide on their job applications and personal interviews. If the job being applied for has particular other requirements (i.e. specific technical skills, age limits, health priorities, etc.) there might be some form of testing, or a health examination required by the potential employer.

See Appendix 6, 6.1, and 6.2, SAMPLE APPLICATIONS, pgs. 119-122

Job Application Forms. There are many types of job application forms and often they are a little different at each place individuals apply for a job. Often the manner in which the application form is completed will have an influence on whether or not a particular applicant is hired. Employers usually make some assumptions about how an individual will perform on the job by the way in which the application is completed (i.e. a sloppy or incomplete application form might indicate an employee who will not be careful on the job). Persons whose applications show that they have the skills required for a job will usually be the first ones called for a job interview. Whenever filling out an application for a job, the job seekers should always remember to:

- read the entire application first, before beginning to fill it out.
- complete the application in ink, or use a typewriter. Avoid completing applications in pencil.
- answer all questions which relate to them. If a question does not apply, the applicants should write an "NA", meaning "not applicable", or draw a line

through the space to show that the question was not overlooked.

- spell correctly. If the applicants do not know how to spell a word correctly they should use another word with the same meaning.

- answer any question on job preference with as specific a position title, or description of work, as possible. Job applicants should try not to answer with "anything" because an employer wants them to have a clear idea of the kind of work in which they are interested.

- be as neat as possible. The potential employer will use the application as an example of the applicant's best work.

- complete it as quickly as possible.

Since most job applications contain the same kinds of information as in resumes, it is a good idea for the applicant to take one of their own resumes along. This will help them to answer most of the questions on a job application quickly and completely. Also some job applications ask for answers to specific questions which the resume can often help in answering. Unless the job applications specifically says not to, it is a good idea to submit a resume along with the application form. This will give the potential employer an even better idea of the applicants background and abilities.

Employment Interview. The next step in getting a job is the employment interview. Almost every employer in the U.S. requires job applicants to have a personal interview before being considered for a job. It is usual for the results of such an interview to determine whether or not an applicant is offered a job. In many cases, this will be the first close person-to-person contact the job applicant will have with an employer. The purpose of the interview is for the employer to be able to assess abilities and attitudes of potential employees to see if they match the needs of the company.

Some points that job applicants should keep in mind when they go for an interview include:

- going alone to the interview. Employers are interested in the applicant, not the applicant's family or friends. The exception to this is when there is a need to have an interpreter. Most employers will not mind if an interpreter accompanies an applicant. However, the potential employer should be informed before the interview that an interpreter will accompany the applicant.

- being on time, or even a few minutes early. Anyone who shows up late for a job interview might also show up late for work. Employers want punctual employees. Since employers interview many people each day, applicants who are late may lose the opportunity to interview.

- having a neat and clean appearance. Job applicants should dress for an interview according to the type of work for which they are applying. Employers will take notice of hair, teeth, fingernails, shoes and clothes as an indication of the kind of work a person might do. Most employers would equate inappropriate dress with poor work habits.

- presenting a calm, confident attitude. At an interview the applicant should speak in a clear, pleasant manner; shake hands firmly if an offer is made to shake hands; remain standing until offered a seat; avoid "playing" with buttons or rings so as not to appear nervous; avoid slouching or leaning; and look at the interviewer during the interview--not at the wall or floor. The question of how much confidence to exibit during an interview is a very difficult one. Many American employers prefer to hire applicants who are neither too confident nor too shy. Usually the interviewer will be watching each applicant for visible signs (talking too loudly, interrupting during questioning smoking without first asking permission, etc.) of over-confidence. This same interviewer will also look for signs of excessive shyness (never looking the interviewer in the eyes when answering, speaking so softly that answers have to be repeated to be heard, etc.). Understanding the preferred behavior during an employ ment interview is difficult even for Westerners. Refugees from Southeast Asia should ask their employment counselor to help them practice before going to an interview in order to be as prepared as possible.

- thinking before answering a question. An employer is often interested in someone who can answer questions politely, accurately, and frankly

Questions which might be asked at a job interview:

1. *What work have you done?*

2. *Did you enjoy your work? Why?*

3. *What part of your job did you enjoy most? Least?*
4. *Do you like to work alone or with others? Why?*
5. *Have you ever done any volunteer work, without pay?*
6. *What hours are you willing to work?*
7. *Are you willing to move to the job, if necessary?*
8. *Where did you learn about the job?*
9. *Why do you want to work for this company?*
10. *How much do you expect to earn?*

Refugee job applicants can also expect other, more personal, questions which the interviewers do not normally ask. These might be questions about why the refugees left their native country; if the kind of work and the refugees are applying for existed in their native country; or other similar questions. These questions often arise because the interviewer has little, or no knowledge of the countries from which the refugee is coming. In order to try to better understand why the refugee applicant wants the job, the interviewer might ask questions which seem to have little to do with the job. Refugee applicants should try to answer such questions as directly and simply as possible. If there is an interpreter along they can ask that the interpreter help in answering such questions.

Many interviewers will ask the applicant to tell the interviewer "something about themselves". When answering this, the job applicant should be positive and to the point. This question is meant to find out something of the applicant's attitudes that will help the interviewer to decide if the applicant would be an asset to the company. This question is not an invitation to complain about others or discuss personal problems.

Near the end of most interviews the applicants will have the opportunity to ask questions of their own. This is a good chance to show interest in the job. The applicant should be sure to ask only questions for which the employer has not yet provided information, otherwise the employer might think that the applicant was not paying attention during the interview.

Some topics which applicants might ask questions about include:

- specific job duties.
- allowances for tools or uniforms, if required for the job.
- medical or other fringe benefits available through the company.
- opportunities for advancement.
- on-the-job or other available training opportunities.

Always thank the interviewer after the interview is completed. After the interview has been completed the applicant may be expected to decide whether or not to accept a job as soon as the interview is finished. If applicants are not sure whether to accept the job or not, they can thank the interviewer for the offer and ask to have a couple of days to consider before answering. Most employers will accept this response, but if they do not, applicants should be prepared to decide immediately.

More commonly however, employers will want some time after the interview to decide whether or not to make a job offer. If that is the case, the interviewers will ask to contact applicants later. At this point, it is important that applicants take the initiative and do three things:

1) Tell the interviewer they are interested in the job and would do their best if hired.

2) Tell the interviewer they would like to call in a few days to see what decision is made. (If the interviewer says that the company will call instead, job applicants should not argue but thank the interviewer for the time spent on the interview.)

3) Make sure that the interviewer has a contact address or telephone number at which an English speaker can be reached to leave a message.

Job Responsibilities

After having found and gotten a job the most important thing for first-time employees is keeping that job. Initial jobs in the U.S. are especially important in establishing work histories. Most job counselors recommend that, whenever possible, first-time employees try to keep their first job for at least six months. If employees have problems or conflicts with the job (i.e. family responsibilities which require them to be home at certain hours; physical problems which make the job too difficult; or even personality conflicts with their immediate supervisor or co-workers) they are not expected to stay just to build a work history. However, if the problem can be resolved, then staying for at least six months on a job will make a better impression on the next employer. Most American employers are not interested in hiring and training someone to do a job who is only going to stay with that company a short time.

In getting prepared to work in the U.S. the potential employee should understand that most American employers want employees who display qualities which promote a company's goals, rather than those who simply are working to take home a paycheck.

Some qualities which many American employers look for in new employees are:

- *the ability or skills needed to do a job, or for those in trainee positions, the ability to learn a job.*
- *dependability, going to work on time, being absent only when really necessarily.*
- *taking the initiative on the job, being eager to learn, being willing to ask questions when in doubt, and being willing to accept new responsibilities.*
- *displaying efficiency by performing a task quickly and well.*
- *being friendly and pleasant, not complaining about work or personal problems and displaying a cheerful demeanor.*
- *sticking with a job until it is learned well, performing a task until it has been completed.*

In order to keep a job as long as they want and draw "positive" attention to themselves, employees should try to demonstrate the above mentioned qualities. In order to demonstrate these qualities employees should:

1) Be on time for work. American society is dominated by the clock and being on time is usually viewed as "positive" behavior. Therefore, it is a good idea to promote the habit of being on time for all appointments, especially work. Employers tend to view people who are always late for work, or late returning from meal breaks, as non-productive or "sloppy" employees.

Many American employers use time cards, or automatic time clocks, to record the exact time employees arrive at and leave from work. The automatic time clock, because it records the time directly on a time card, and cannot be tampered with, makes being on time even more important. Employees who are constantly late for work could end up losing their job, or at least, having their pay "docked" (the practice of deducting a portion of pay from an employee's paycheck whenever he is late. In many companies this may mean deducting a half-hour of wages for each 15 minutes the employee is late.

If for some reason employees are going to be late for work, they should call their supervisors to tell them. Usually employers will not take any disciplinary action, or will not get a bad impression of the employees who do this. Calling in when being late is unavoidable, shows the employer that the employee is a responsible individual.

2) Keep a good attendance record. Once hired for a job employees are expected to come to work as scheduled. Employers in the U.S. do not allow employees to be frequently absent. Employees who are continually absent from work cost companies time and money. In the U.S., in most cases, if an employee is absent for three days without notifying their employer, it is likely that they will lose their job. Whenever employees are too sick to work they should call and let the employer know why they are absent from work that day.

Most employers understand when employees are too sick to go to work. But if the illness lasts too long, employees could still lose their jobs. Very few employers however, are understanding of unnecessary and unannounced absences. Employees who are absent from work without a good reason (i.e. if they take time off to visit friends, or simply do not feel like going to work one day, etc.) will probably lose their jobs.

3) Try to always get along with others on the job. In some cases, getting along with others, especially if those "others" are the supervisors, can be the difference between keeping a job, getting promoted or getting fired.

Many of the businesses in the U.S. are very large and have a developed supervising structure which they expect all employees to follow. In some cases this can mean that there are several levels of supervisors, each responsible to the one above. Following the "chain of command" is important in getting along at many companies. This means that if an employee has problems on the job or needs help, the person to talk to is the supervisor immediately in charge--not the supervisor's supervisor. The immediate supervisor is also there to help and answer questions.

Being helpful and friendly can always do a lot to make any situation easier to accept. This also true at work. Being courteous and polite both helps in the process of getting acquainted with new people and gains the new employee the reputation of being someone who can work well with others--a reputation which helps an individual's work history.

4) Be capable, or willing to learn. These are characteristics which always help new employees on the job. American employers appreciate employees who are capable of producing both quality and quantity work. Since American employers, like most employers everywhere, are in business for profit, employees who can produce quality products quickly are considered valuable. Being a capable employee is one of the quickest and surest ways of being given pay raises or promotions and thereby getting ahead.

For the previously inexperienced employees who simply have not worked long enough to be highly qualified, the most admired quality is being willing and able to learn. The new employee who shows an interest in the work and demonstrates that interest by trying to learn to do a job quickly and well will advance more quickly than other employees.

5) Be neat and orderly. The way employees keep their work areas and their personal appearance are considered indications of the kind of work they do. Most American employer are "positively" impressed by employees who are neat and orderly. These people give the impression that they will carry their personal neatness over into the way they work. Neatness and orderliness are also taken as an indication of the level of responsibility people can accept and handle. Most American employers would hesitate to assign a delicate task requiring precision work to an employee whose personal appearance is "sloppy".

Job Advancement

Dominant in the labor force of the U.S. is the concept of upward mobility. Upward mobility represents the desires individuals have to continuously improve their economic or employment position. This improvement is accomplished by a willingness to work up through the different levels of a job; shifting from one position to another within the same company; changing companies or even employment fields; or even being willing to move from city to city or state to state in order to facilitate their economic/employment "progress".

> *Many refugees from Southeast Asia have special problems understanding the concept of upward mobility. These refugees come from societies in which it is common to go straight from school in jobs they will keep from much of their working lives. Opportunities for shifting positions or companies is rare. Those changes which do occur come through advancement within the framework of an existing job, though even these opportunities are limited.*

Common outward signs of advancement include:

- pay raises.
- position promotions within a job type.
- job-type changes which involve more complex or more responsible tasks.

Some job advancement will occur during periods of regular review which occur at many large companies. Usually supervisors will do evaluations of employees' performance and attitudes at regular intervals. For the new employee the initial review might occur after the first 30, 60 or 90 days with each subsequent review occuring every 6 months. These reviews normally determine what, if any, salary increase or position promotion will occur, or if the employee needs to be reprimanded or counselled to do better work. Job advancement often occurs as a reward for performing better than the employer expects.

Other job advancement occurs outside of the position in which an individual is employed. This advancement is represented by advancement from an unskilled to a skilled position, for instance. Position advancement of this type usually requires individuals to obtain additional training.

Opportunities for such training can be found in almost every community in the U.S. These training opportunities exist, not only for refugees, but for any adult who wants to make use of them. Some of the programs through which this training can be obtained include:

CETA (Comprehensive Educational Training Act). This is a federally funded program that gives skills-training to students who are seriously interested in finding skilled jobs. This program pays the students a small amount of money while they are learning skills. Because of a limited number of openings, students sometimes have had to wait several months to get into classes. Most of these classes require good English. Funding for these programs however, is expected to be very limited, if available at all. Authorization for CETA expires in September 1982. Some likely proposals for substitute programs that would begin after this date are outlined briefly in Appendix 9.

Additional information on the possible future of Job Corps can be found in Appendix 9, p. 134

Job Corps. Sponsored by the U.S. Labor Department, Job Corps is a special vocational training program which provides youths aged 16 to 21, from low-income families, with opportunities to finish their high school or college education and to study a skill at the same time. Students admitted to this program are often provided free tuition, room and board, and a small stipend to cover personal expenses for a period of six months to two years, depending on the type of training they are undergoing. When graduated they will be given a special allowance, called adjustment money, which is used to cover living expenses while looking for employment.

Students in the Job Corps program learn a variety of skills such as nursing, secretarial work, cooking, radio and TV repair, carpentry, etc. Again, funds for such programs are expected to be very limited in the future. Newcomers in the U.S. should inquire about the existence of Job Corps programs in their area as just one possible source of vocational training.

Adult Education. Many communities have skill training classes for adults. These programs often provide English classes and vocational training for people age 16 and over. The classes usually meet in high schools in the evening. There is tuition, but it is usually quite low. Before each term, the registration office sends a class schedule to prospective applicants with information about courses, class locations, and course fees. Often individuals can work during the day and go to school at night.

Community Colleges. These colleges sometimes offer very good skills training classes. The tuition in these classes is usually higher than in adult education classes. Low-income students are usually eligible for a Basic Educational Opportunity Grant (BEOG) which may cover the costs of tuition, books, and transportation. These courses usually require a good knowledge of English.

Vocational-Technical Schools. Many areas of the country have schools at the high school and college level which specifically teach vocational-technical skills. Depending on the level and subject areas, these schools usually offer programs for obtaining a diploma, degree, or certification in a particular occupation. Tuition for these schools varies.

Private Schools. Private skills-training schools usually place advertisements in newspapers and magazines about their career training programs. A listing of such schools may be found in the Yellow Pages section of the phone book. These schools usually charge very high tuition and vary greatly in the quality of their programs.

Home-Study Courses. Often in the U.S. there are special home-study courses being advertised in the newspapers, on T.V. and radio, or even on matchbook covers. Usually these advertisements promise specific skills training in a short period of time. Before paying any fees, applicants should have these programs carefully checked. Often these programs provide very little real training, cost more than attending a regular school, and provide certification which is sometimes not accepted by potential employers.

Occasionally, regardless of the type of training program followed firms are willing to pay tuition for their employees who wish to take courses which are essential for their career advancement. It is important to realize however, that graduation from a skills training class or program does not guarantee employment or advancement.

Changing Jobs

It is likely that since many newly employed refugees will begin their U.S. work experience in an unskilled position, they will be interested in up-grading their position as soon as possible. Since an established U.S. work history is important in finding work in America, it is best if the first-time employee stay with their job as long as possible before looking for another job.

The best time for individuals to look for new jobs in the U.S. is while they are already working. Employers are interested in hiring people who have ability, interest in improving themselves, and who can demonstrate that they are reliable. Individuals who are thinking of changing jobs should make sure that there is another job assured before quitting their current job. Also, employees getting ready to change jobs should try to do so without upsetting their current employer. All employers are potential references and relations should always stay cordial in order to get good references. Before moving to a new job, employees should be sure to give their current employer *at least 2 weeks advance notice*. This notice will allow the employer enough time to find a replacement for the departing employee. Most American employers, while they will probably be sorry to lose employees' services, do not view changing jobs for economic or employment advancement as disloyal. The employers however, do expect to be given notice before the employee terminates.

At the time the resignation notice is submitted, a departing employee should also ask for a letter of recommendation. This is a simple letter from the employer outlining the good points exhibited by the employee. By giving adequate advance notice when resigning and having followed some of the guidelines in previous section, employees should be able to get a good letters or recommendation when leaving their jobs.

In the U.S. changing jobs as a means of up-grading a position or furthering a career is expected and permissable. The U.S. labor force is unique for its mobility both from job to job and from place to place. Newcomers to the American labor force should be aware that in the U.S. in order to get ahead and improve their employment situation, they will probably have several jobs at several companies before they finally establish themselves in a career field at a level with which they are happy.

EMPLOYMENT FIELDS

Most refugees want to know what kind of job they will get once they arrive in the U.S. Unfortunately, this is something which no one can really be sure of while they are still in the refugee camps. The exact kind of job will be determined by many factors, including: where the refugees resettle, who their sponsors are, what previous experience or education they had, how well they speak English, etc. At best the refugees can only be given an idea of the various jobs available in the U.S. They can then determine for themselves the kinds of work they might do.

As has been previously mentioned, employment positions in the U.S. generally fall into one of three categories unskilled, skilled or professional. These three employment position categories can all be found in the different U.S. employment fields. The dividing up of various jobs into specific employment fields is often a matter of personal choice or definition. For the purposes of this paper employment fields include: light and heavy industrial production; clerical, sales and service related; health care; construction; transportation; food production, mechanics and repairs, and other.

Light and Heavy Industrial Production

Light and heavy industrial production are both involved the production of industrial or mechanical products. The light industrial production industries however, tend to produce parts of a finished product, while heavy industries produce the entire finished product. Light industries can range from smaller companies, employing fewer than ten employees, to very large companies, employing hundreds of employees. Heavy industries tend to be large companies employing hundreds of employees.

Both light and heavy industries often operate "around-the-clock" and utilize "shift hours". Shifts hours are a schedule of work hours which allows a company to have groups of employees begin their workday at regular intervals in order to make full utilization of production equipment and facilities. Common shift hours include a 6 a.m. to 3 p.m. shift, a 3 p.m. to 12 midnight shift and a 12 midnight to 6 p.m. shift. Employees who work the later shifts usually receive a slightly higher wage rate to compensate them for any inconveniences.

Light industrial production jobs are most commonly related to parts production and assembly. Much of this industry is related to electronics (computers, television, radio, etc.), small appliances (toasters, tools, hairdryer, etc.), artificial medical aids (eyeglasses, hearing aids, heart valves, artificial limbs, etc.), handicraft industries, clothing (cutting, sewing, pattern making, etc.), and so on. Heavy industrial production jobs are most commonly related to an overall item production and assembly. Many heavy industry jobs are found in steel foundries, automobile production plants, aircraft production plants, shipyards (ship building), oil field and refining plants, coal mines, etc.

Unskilled Jobs. Both light and heavy industrial production industries have unskilled jobs. Unskilled jobs in both industries tend to be hourly wage rate or piecework rate jobs. Unskilled jobs in both industries tend to be unionized. Unskilled jobs in both light and heavy industrial production industries, include:

- parts assemblers
- stock clerks
- receiving clerks
- production painters
- janitorial workers
- seamstresses
- dock workers
- machine tool set-up workers
- general laborers
- miners
- fork lift operators

Skilled Jobs. Both light and heavy industrial production industries have skilled jobs. These tend to be paid on an hourly wage basis, but at substantially more than unskilled jobs in the same industries. These jobs are usually highly organized by unions. Individuals in skilled jobs in these industries often have first worked in unskilled jobs and had some technical training in a specific skill. Skilled jobs in both light and heavy industrial production industries include:

- tool and die makers
- machine operators
- computer key-punch operators
- ophthalmic laboratory technicians
- welders
- railroad brakemen
- electronics technicians
- heavy equipment operators
- production line inspectors
- printers, typesetters, bookbinders
- boiler tenders
- electro-platers
- foremen/forewomen
- pattern makers
- truck drivers (local and long distance)
- printing press
- printing press operators

Professional Jobs. Both light and heavy industrial production industries have professional jobs. These tend to be paid on an annual wage rate basis and often have incentive bonus systems. Almost all of these jobs require advanced education or training, and experience in the field at a skilled level. Professional jobs in both light and heavy industrial production industries include:

- computer systems analyst
- electronics, mechanical and aeronautical engineers
- geologists
- product designers
- artists
- railroad locomotive engineers
- railroad service conductors

Clerical, Sales and Service Related

The clerical, sales and service related employment fields tend to cut across a large number of different industries. Jobs in the clerical field especially, can be found in almost any type of business in the U.S. Jobs in the sales and service related industries all tend to be with businesses which provide a service directly to the general public. Jobs in the clerical field can be found in companies ranging in size from very small, employing fewer than five employees, to very large, employing hundreds of employees. Jobs in sales and service related fields tend to be found in medium size companies, employing up to 50 employees.

There tends to be more of a use of combined full-time and part-time employees in the clerical, sales and service related fields than in other employment fields. Most commonly, individuals in clerical jobs will work during "regular" work hours, from 8 a.m. to 5 p.m. Sales and service related jobs are also available during these "regular" work hours, but are usually also performed on a part-time basis throughout the day. Most often the hours worked for any clerical, sales or service related jobs will not extend past midnight.

Clerical, sales and service related jobs can be found in a variety of different businesses. Sales and service related jobs are included in such businesses as supermarkets, restaurants, gas (service) stations, florists, shops for engine repair, shoe stores, hardware stores, pharmacies, gift shops, banks, department stores, hotels, theaters, beauty shops, barber shops, etc. Clerical jobs can be found in many of the same businesses as listed above plus in most office work situations.

Unskilled Jobs. Unskilled jobs in the clerical, sales and service related employment fields tend to be paid on an hourly wage rate basis. Some of these jobs are unionized. Unlike some other unions however, membership is guaranteed/required once an individual is hired for a specific job. Some service related jobs especially, have lower than usual hourly wage rates but the earnings are usually supplemented by cash "tips" received from customers. Many of these jobs are performed on a part-time rather than a full-time basis. Unskilled jobs in these employment fields include:

- waiters/waitresses
- file clerks
- janitorial workers
- counter sales clerks
- parking attendants
- dishwashers
- service station attendants
- receptionists
- stock clerks
- bus boys/bell hops
- counter workers
- cashiers
- housekeepers

Skilled Jobs. Skilled jobs in the clerical, sales and service related employment fields tend to be paid on an hourly wage rate basis. Many of these jobs are unionized. Skilled jobs tend to be performed on a full-time basis. Most of these jobs require some technical training, however some can be learned on-the-job while working in a unskilled position. Skilled jobs in these employment fields include:

- bank tellers
- barbers
- bartenders
- bookkeepers
- meat cutters
- mail carriers
- typists
- mechanics
- bus, truck and taxi drivers
- computer programers
- cooks
- bakers
- secretaries
- telephone operators
- office machine operators
- display workers
- guards
- hairdressers
- library assistants
- movie projectionists
- shipping/receiving clerks
- drug dispensing clerks

Professional Jobs. Professional jobs in the clerical, sales and service related employment fields tend to be paid on a monthly or annual wage rate basis. Individuals filling jobs these fields might also have their wages supplemented with incentive bonuses when the companies have a good sales period. Most professional jobs require advance training or education. In the sales field especially these positions also require previous experience at a skilled level job. Professional jobs in the clerical, sales or service related fields include:

- accountants
- funeral directors/ embolmers
- pharmacists
- firefighters
- chefs
- designers
- floral designers
- sales representatives
- librarians
- store managers
- insurance agents/ brokers
- policemen/policewomen
- computer analysts

Health Care

Jobs in the health care employment field can be found in some form in almost every community in the U.S. Jobs in the health care employment field are found with companies/organizations which range in size from very small, employing fewer than five employees, to very large, employing hundreds of employees.

Because of the constant need for health care, many of the firms involved function 24 hours a day. Like the companies previously mentioned, these health care organizations arrange for the employees to work shift hours. Also, although most jobs in the health care employment field are full-time, there are many which can be done on a part-time basis.

Jobs in the health care employment field can be found in businesses such as hospitals (private, public, or university run), private doctors' offices, medical clinics, nursing homes, dentists offices, optometrists, opthomologists, pharmaceutical production/supply plants, local pharmacies, X-ray clinics, public health clinics, private nursing services, etc.

Unskilled Jobs. There are perhaps fewer unskilled jobs which are directly related to health care than many other employment fields. Most are actually support service jobs related to health care. Unskilled jobs in health care are often performed on a part-time, as well as full-time, basis. These jobs are usually paid at an hourly wage rate basis. Unskilled jobs in the health care employment field include:

- janitorial workers
- laundry workers
- medical orderlies
- stock clerks
- production line workers
- counter sales clerks

Skilled Jobs. Skilled jobs in the health care employment field can further be divided into skilled and semi-professional jobs. The primary difference here is that the semi-professional job in the health care field is more directly assistant to the professional, while the skilled is in more of a support role. These jobs are often paid on a hourly or monthly wage rate basis. The semi-professional job especially requires specific technical training. Skilled/semi-professional jobs in the health care employment field include:

- medical secretaries
- medical assistants
- dental assistants
- occupational therapy assistants
- X-ray technicians
- dental hygienists
- laboratory technicians
- optometric assistants
- surgical room technicians
- dispensing opticians
- medical records clerks
- licensed practical nurses (LPN)
- physical therapy assistants
- paramedics

Professional Jobs. Professional jobs in the health care employment field are usually paid on an annual wage rate basis. These jobs require an extensive practical experience under close supervision. Almost all of these jobs require licensing in each state where they will be performed. Professional jobs in the health care employment field include:

- chiropractors
- dentists
- dieticians
- osteopathic physicians
- physicians
- health inspectors
- health service administrators
- pharmacists
- surgeons
- registered nurses
- occupational therapists
- optometrists
- physical therapists
- veterinarians

Construction

Business employing people in the construction field tend to fall into all various size ranges. These businesses range from very small, employing fewer than five employees, to very large, employing hundreds of employees. Most of these businesses employ people to perform a job related to one specific aspect of construction. Most businesses in the construction field are interrelated and often many different companies will work on different parts of the same project.

Most businesses in the construction field only have employees work one shift a day. The most common work hours in construction are from 7 a.m. to 3 p.m. Many jobs in construction are performed out-of-doors. Jobs in the construction employment field can be found in such businesses as: lumber supply stores, paint supply stores, hardware supply stores, private building contractors, plumbing shops, electricians shops, wood working/carpentry shops, metal working shops, cement plants, architectural firms, etc.

Unskilled Jobs. Unskilled jobs in the construction employment field are usually paid on an hourly wage rate basis. Many of these jobs are unionized. Often people employed in the construction field will be required to start in an unskilled position before moving up to a skilled job. This period is called "apprenticeship" and is common in construction. Unskilled jobs in the construction employment field include:

- general laborers
- carpenters assistants
- electricians assistants
- plumbers assistants
- supply clerks
- bricklayers assistants
- drivers' helpers
- painters assistants
- janitorial workers

Skilled Jobs. Skilled jobs in the construction employment field are usually paid on an hourly wage rate basis. These positions are highly unionized. Most skilled jobs in the construction field are learned either through formal technical training or on-the-job training. Most of these jobs require an apprenticeship period (a period usually two to five years of working under the supervision of an experienced master worker). Skilled jobs in the construction employment field include:

- bricklayers
- stone masons
- carpenters
- cabinet makers
- painters
- plumbers
- heavy equipment operators
- electrician
- flooring installers
- paper hangers
- roofers
- glaziers
- iron workers
- sheet metal workers
- lathers
- plasterers
- tile setters

Professional Jobs. Professional jobs in the construction employment field can be paid on an annual wage rate basis. Often these jobs are also paid on a per job contract basis where professionals sell their skills to a company at a flexible price for each job they do. These jobs usually require an extensive formal educational background. Professional jobs in the construction employment field include:

- construction inspectors
- architects
- draftsmen
- engineers (mechanical, ceramic, chemical, electrical, civil)
- industrial designers
- landscape architects
- surveyors

Transportation

The businesses in the transportation employment field are usually involved with the movement of people or merchandise from place to place. These businesses usually are divided into local transport and long distance transport. Most of the businesses in the transportation field tend to range from medium size companies, employing up to 50 employees, to large companies, employing hundreds of employees.

Business in the transportation field tend to operate on an around-the-clock basis. Employees in these businesses often work on shift hours. Employees also often work on non-regular set schedule hours. Businesses in the transportation employment field include shipping lines, railroads, airlines, bus companies, taxi companies, trucking firms, vehicle rental/leasing firms, travel agencies, etc.

Unskilled Jobs. Unskilled jobs in the transportation employment field tend to be paid on an hourly wage rate basis. Because the transportation field operates on an around-the-clock basis many of the jobs are performed on a part-time, as well as full-time basis. Unskilled jobs in the transportation employment field include:

- baggage handlers
- porters
- cargo handlers
- dock workers
- counter sales clerks
- janitorial workers
- warehouse workers
- laborers
- maintenance workers

Skilled Jobs. Skilled jobs in the transportation employment field tend to be paid on an hourly wage rate basis. Many of these jobs are unionized. Skilled jobs in the transportation field often require some formal technical training. Skilled jobs in the transportation employment field include:

- vehicle mechanics
- ticket/reservation agents
- computer key-punch operators
- airline stewards/stewardesses
- railroad conductors
- merchant marine seamen
- radio operators
- drivers (local and long distance)
- security staff

Professional Jobs. Most professional jobs in the transportation employment field tend to be paid on an annual wage rate basis. Almost all of these jobs require extensive educational backgrounds. In addition the jobs also often require specific technical training and experience under close supervision. Professional jobs in the transportation employment field include:

- air traffic controllers
- aerospace engineers
- meteorologists
- oceanographers
- pilots
- systems analysts
- purchasing agents
- railroad engineers
- ships masters
- navigators
- marine engineers
- accountants

Food Production

Food production in the U.S. encompasses a wide variety of businesses. Many of these businesses are particular to specific regions of the country. Unlike many countries in Southeast Asia, food production in America is an industry. As an industry food production operates on the same business practices as any other business. Food production in the U.S. operates on a much larger scale than the family oriented forms of Southeast Asia. Because of the size difference farming in America is more appropriately termed "agri-business". Costs involved in operating a profitable food production business in the U.S. have almost eliminated the individually owned and operated farm or fishing boat.

Businesses in the food production employment field include company owned single crop farms, dairy farms, dairy processing plants, meat packing houses, vineyards, stockyards, bakeries, fisheries, canneries, etc.

Unskilled Jobs. Unskilled jobs in the food production employment field tend to be paid on an hourly wage rate basis. Although the jobs tend to be full-time positions, they are more temporary than permanent. This temporary nature stems from the fact that many of these jobs are seasonal employment (employment which lasts only during certain times of the year--not year long). Unskilled jobs in the food production employment field include:

- general farm laborers
- milkers
- janitorial workers
- deck hands/general seamen
- pickers
- assembly line workers

Skilled Jobs. Skilled jobs in the food production employment field tend to be paid on an hourly wage rate basis. Most of these jobs are unionized. Many of these jobs require both some technical training and practical experience under close supervision. Skilled jobs in the food production employment field include:

- butchers
- meat cutters
- bakers
- forest rangers
- cake decorators
- crop dusters
- machine mechanics
- forest technicians
- net handlers
- engine mechanics
- route drivers
- agricultural extension workers

Professional Jobs. Professional jobs in the food production employment field tend to be paid on a monthly or annual wage rate basis. Many of these jobs are employed by the federal, state or county governments. All of these jobs require extensive educational backgrounds and some specific technical skills training. Professional jobs in the food production employment field include:

- agricultural engineers
- food scientists
- foresters
- range managers
- soil conservationists
- soil scientists
- home economics
- dieticians
- agricultural extension agents

Mechanic and Repair

Businesses involved in the mechanic and repair employment field can range through almost all sizes. Many of these businesses however, tend to be smaller companies, employing fewer than 25 employees. Many of these businesses provide a service to the general public, but this service usually involves a technical skill. Businesses in the mechanic and repair employment field tend to operate only single shifts. Common operating hours for these businesses are from 8 a.m. to 5 p.m., or perhaps 10 a.m. to 7 p.m.

Businesses in the mechanic and repair employment field include auto repair shops, bicycle shops, jewelry shops, watch repair shops, shoe stores, engine repair shops, marines, airports, electronics shops, etc.

Unskilled Jobs. Unskilled jobs in the mechanic and repair employment field are very rare. What unskilled jobs that exist are usually for learning skills while on-the-job. These positions are usually paid on an hourly wage rate basis. Unskilled jobs in the mechanic and repair employment field include:

- janitorial workers
- mechanics assistants
- plumbers assistants
- electricians assistants
- gas station attendants
- lubricators

Skilled Jobs. Skilled jobs make up the largest portion of jobs in the mechanic and repair employment field. These jobs are usually paid on an hourly wage rate basis. Skilled jobs in the mechanic and repair field usually require a couple of years of technical training. Some of these jobs can be learned on-the-job through an apprenticeship. Skilled jobs in the mechanic and repair employment field include:

- air-conditioning/ refrigeration mechanics
- aircraft powerplant mechanics
- auto painters
- computer service technicians
- locksmiths
- T.V./radio repairers
- heating systems mechanics
- appliance repairers
- motorcycle mechanics
- marine mechanics
- diesel mechanics
- instrument repairers
- shoe repairers
- upholsterers
- airframe mechanics
- auto body repairers
- office machine mechanics
- maintenance electricians
- jewellers
- telephone installers
- watch repairers

Professional Jobs. In the mechanic and repair employment field these are almost fewer professional jobs than there are unskilled jobs. Professional jobs in these fields tend to be found with larger companies. These jobs are usually paid on a monthly or annual wage rate basis. Professional jobs in the mechanic and repair employment field include:

- engineers (ceramic, chemical, electrical, mechanical)
- programmers
- technical writers

Other

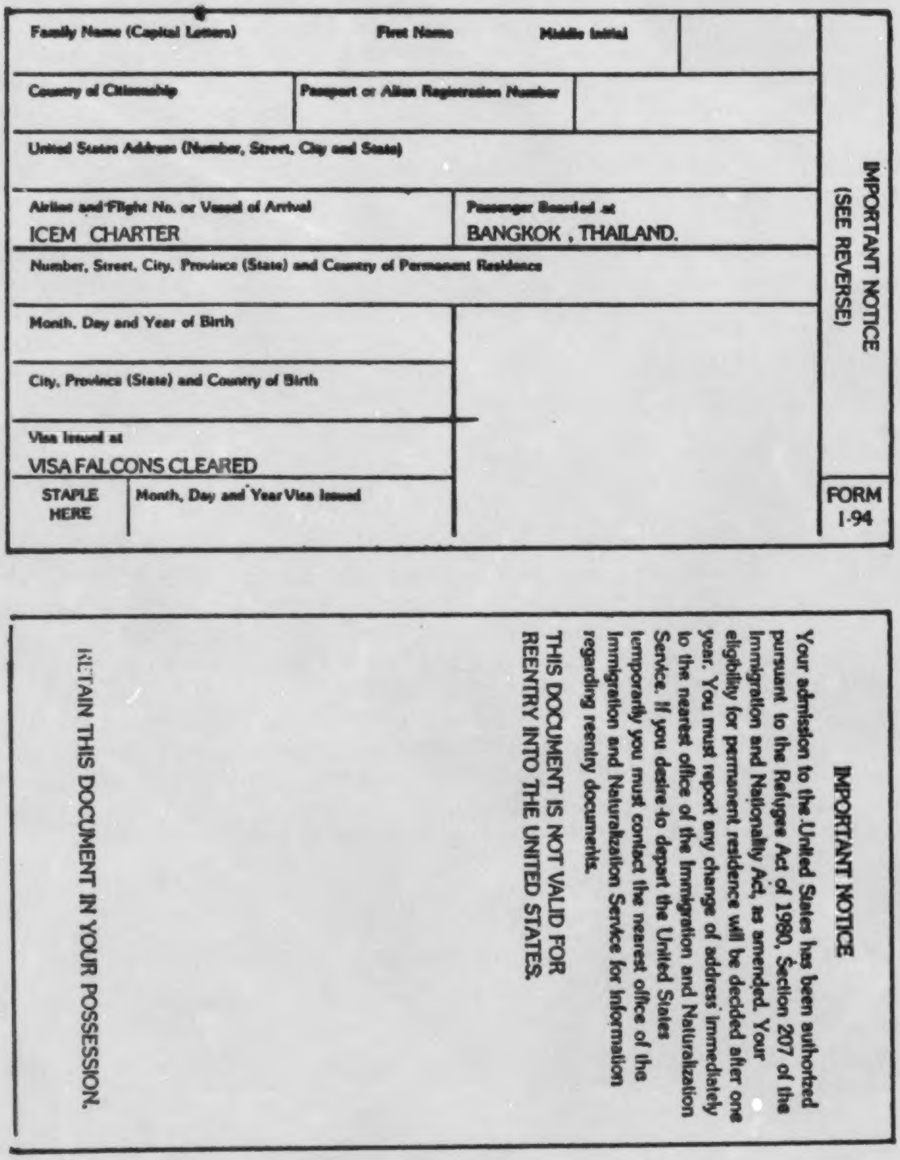
The various other employment fields that exist tend to be for workers in many of the same unskilled jobs as those already mentioned. The largest field which still has not been covered includes many fields combined and can be called the "other professional jobs" field. These jobs are usually paid on an annual wage rate basis. Most of these jobs require advanced formal education and practical experience in the job under close supervision. Many of these jobs are either found in government, or self-employed. The jobs found in the "other" employment field include:

- astronomers
- biologists
- biochemists
- physicists
- bank officers
- teachers (elementary, secondary, college)
- recreation workers
- chemists
- biomedical engineers
- geologists
- statisticians
- purchasing agents
- interpreters
- lawyers
- reporters
- geophysicists
- mathematicians
- photographers
- advertising workers
- education & vocational counselors
- ministers/priests
- urban planners

The employment fields and various jobs mentioned in this appendix are certainly not all inclusive. The purpose is to show that in the U.S. there are many different types of employment at many different levels. Refugees especially, should be made aware that the employment opportunities available to them in the U.S., while possibly different from those in their native country, encompass all levels of skills and interests.

A more complete list of jobs in the U.S., including: what the work is like, where they can be found, what training is needed, what the working conditions are, and earnings, can be obtained by writing for the Occupational Outlook Handbook. This handbook is a publication of the U.S. Department of Labor.

SAMPLE I-94



Family Name (Capital Letters) First Name Middle Initial

Country of Citizenship

Passport or Alien Registration Number

United States Address (Number, Street, City and State)

Airline and Flight No. or Vessel of Arrival: ICEM CHARTER

Passenger Boarded at: BANGKOK , THAILAND.

Number, Street, City, Province (State) and Country of Permanent Residence

Month, Day and Year of Birth

City, Province (State) and Country of Birth

Visa Issued at: VISA FALCONS CLEARED

STAPLE HERE

Month, Day and Year Visa Issued

IMPORTANT NOTICE (SEE REVERSE)

FORM I-94

IMPORTANT NOTICE

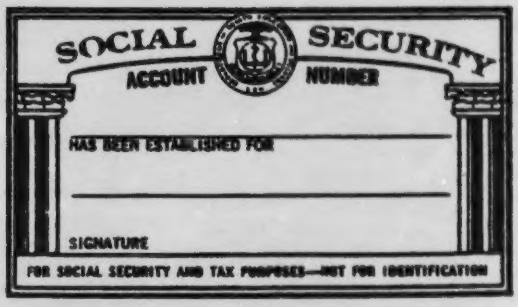
Your admission to the United States has been authorized pursuant to the Refugee Act of 1980, Section 207 of the Immigration and Nationality Act, as amended. Your eligibility for permanent residence will be decided after one year. You must report any change of address immediately to the nearest office of the Immigration and Naturalization Service. If you desire to depart the United States temporarily you must contact the nearest office of the Immigration and Naturalization Service for information regarding reentry documents.

THIS DOCUMENT IS NOT VALID FOR REENTRY INTO THE UNITED STATES.

RETAIN THIS DOCUMENT IN YOUR POSSESSION.

SAMPLE SOCIAL SECURITY CARD

Front of Card



SOCIAL SECURITY

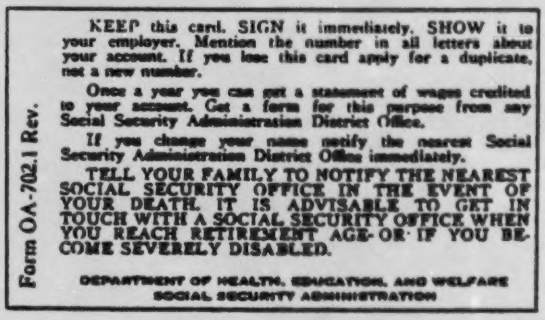
ACCOUNT NUMBER

HAS BEEN ESTABLISHED FOR

SIGNATURE

FOR SOCIAL SECURITY AND TAX PURPOSES—NOT FOR IDENTIFICATION

Back of Card



KEEP this card. SIGN it immediately. SHOW it to your employer. Mention the number in all letters about your account. If you lose this card apply for a duplicate, not a new number.

Once a year you can get a statement of wages credited to your account. Get a form for this purpose from any Social Security Administration District Office.

If you change your name notify the nearest Social Security Administration District Office immediately.

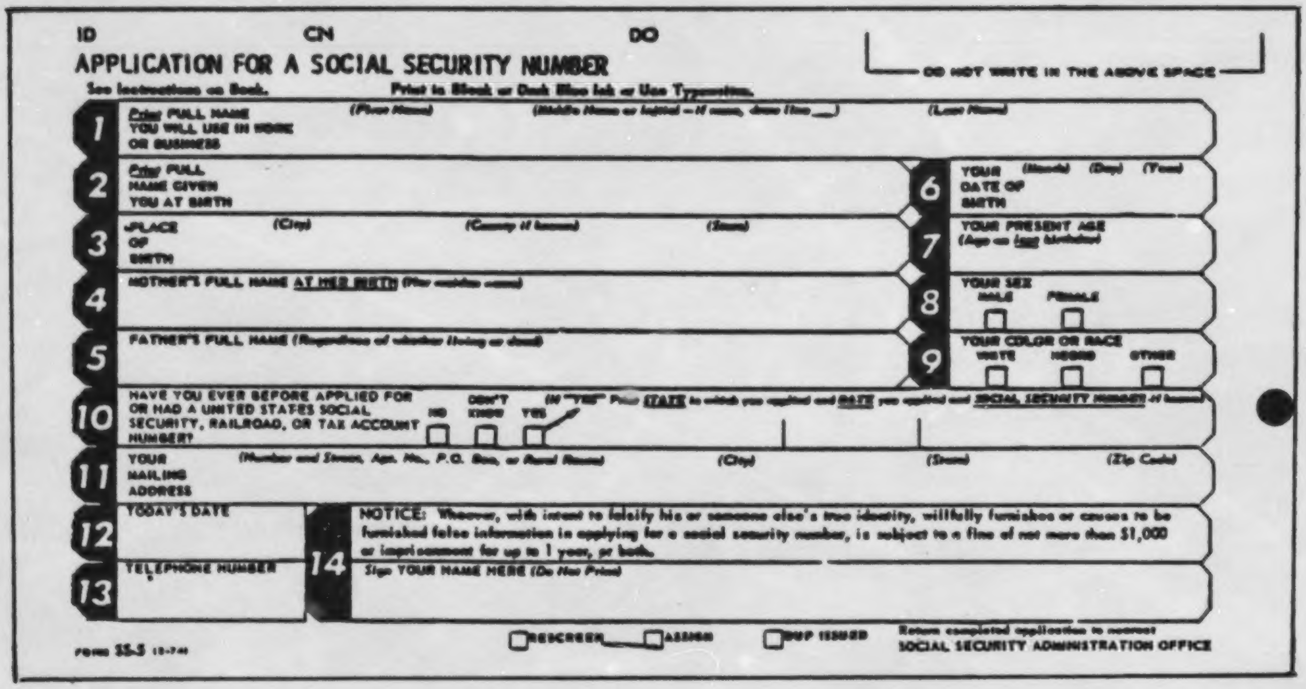
TELL YOUR FAMILY TO NOTIFY THE NEAREST SOCIAL SECURITY OFFICE IN THE EVENT OF YOUR DEATH. IT IS ADVISABLE TO GET IN TOUCH WITH A SOCIAL SECURITY OFFICE WHEN YOU REACH RETIREMENT AGE OR IF YOU BECOME SEVERELY DISABLED.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
SOCIAL SECURITY ADMINISTRATION

Form OA-702.1 Rev.

SAMPLE SOCIAL SECURITY NUMBER APPLICATION

Front of Card



ID CN DO

DO NOT WRITE IN THE ABOVE SPACE

APPLICATION FOR A SOCIAL SECURITY NUMBER

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial – if none, draw line ___) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX MALE ☐ FEMALE ☐

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

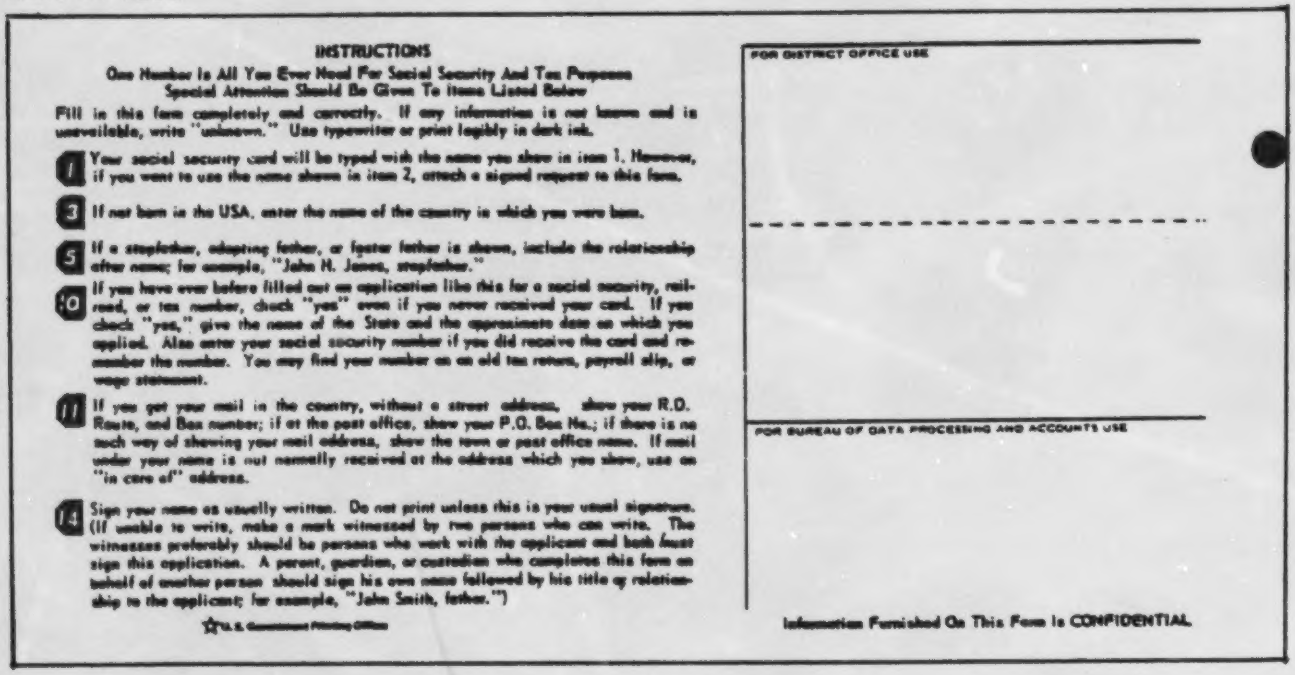
Sign YOUR NAME HERE (Do Not Print)

FORM SS-5 (12-74)

☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

Back of Card



INSTRUCTIONS

One Number Is All You Ever Need For Social Security And Tax Purposes

Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1 Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in the USA, enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name; for example, "John H. Jones, stepfather."

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country, without a street address, show your R.D. Route, and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

14 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant; for example, "John Smith, father.")

☆U.S. Government Printing Office

FOR DISTRICT OFFICE USE

FOR BUREAU OF DATA PROCESSING AND ACCOUNTS USE

Information Furnished On This Form Is CONFIDENTIAL

SAMPLE SOCIAL SECURITY INFORMATION FORM FOR REFUGEES

MEMORANDUM

To: Newly arrived refugees in the United States

From: The Social Security Administration, Dept. of Helth, Education, and Welfare

Subj: Assignment of Social Security numbers to you and your family

Welcome. As a new refugee in the United States, you and each member of your family are required to obtain a Social Security Number (SSN).

These numbers are important identification for you. They are required to apply for most jobs and to sign up for cash and medical assistance, if you are eligible, under Aid for Dependent Children (AFDC) and medicaid.

Attached you will find a letter to introduce you to the staff at the nearest Social Security Administration Office after you settle in your new home. You will find this office's address in your city's telephone directory. Please take the letter and your Immigration and Naturalization Service forms (I-94) and your birth certificates (if you have them) to the Social Security office as soon as ponssible.

You and your family will be provided receipts of SSN applications to help you apply for jobs and other assistance, if eligible, immediately. For members of your household who have jobs or are looking for employment special service will be provided and you can expect your SSN identification in about 7-14 days. Children and non-working adults will get theirs in 4-6 weeks.

We are happy to welcome you to the United States and look forward to meeting you when you visit our office.

SAMPLE SOCIAL SECURITY INFORMATION FORM FOR SOCIAL SECURITY OFFICES

MEMORANDUM

To: Manager, Social Security Office

From: Social Security Administration, Associate Commisioner for Operational policy and Procedures, Dept. of Health, Education, and Welfare

Subj: Enumeration of Newly arrived refugees

The applicants presenting this letter are refugees who have just arrived in the United States. Per section 205 (C) (2) (B) (I) (I) of the Social Security Act as amended, aliens, regardless of age, are to be issued social security numbers at the time of lawful admission to the U.S. if they have authority to work. All refugees have this authorization.

Please assist these persons in applying for SSN's, following the instructions in enumeration manual section 360.2.C SSN expedite procedures should be used for those members of the household who have or are actively seeking a job. SS-5's for children and non-working adults should be processed through regular channels. Each person will have immigration documents establishing his refugee status to present in support of his application.

Each refugee must be given an SSA-5028 receipt for application for a social security number. Thank you.

COMMON ABBREVIATIONS USED IN EMPLOYMENT WANT ADS

min. = minimum
exp. or exper. = experience
no-exp. nec. = no experience necessary

P/T or pt time = part-time
F/T = full-time
perm. = permanent
temp. = temporary

mech. = mechanic
mrg. = manager
clk. = clerk
opr. = operator
trn. = trainee

appli. = application
appt. = appointment
co. = company
drv. lic. = drivers license
gd. = good
lic. = license
M/F = male or female
ref. = references
sal. = salary
wpm. = words per minute

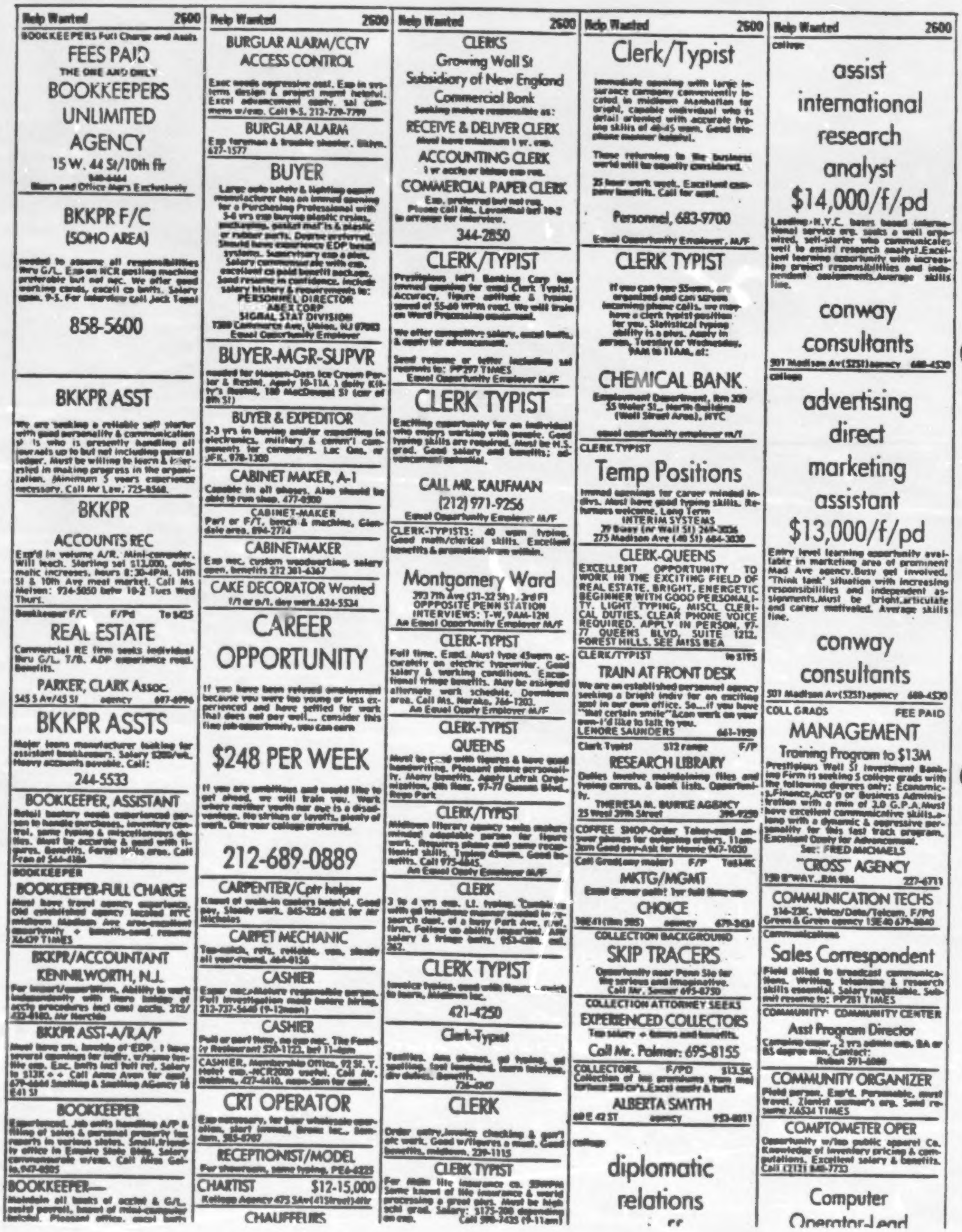
bldg. = building
rm. = room
tel. = telephone

per hr. = per hour
per mo. = per month
hrly. = hourly
wkly. = weekly
mthly. = monthly
yrly. = yearly
wkdys. = weekdays
eve. = evenings
a.m. = morning
p.m. = after noon or evening
Mon. = Monday
Tue. = Tuesday
Wed. = Wednesday
Thu. = Thursday
Fri. = Friday
Sat. = Saturday
Sun. = Sunday

No. = North
E. = East
So. = South
W. = West
ave. = avenue
rd. = road
st. = street

& = and
$ = dollars
+ = plus

SAMPLE HELP WANTED ADS



Help Wanted 2600

BOOKKEEPERS Full Charge and Assts

FEES PAID

THE ONE AND ONLY

BOOKKEEPERS UNLIMITED AGENCY

15 W. 44 St/10th flr

Mgrs and Office Mgrs Exclusively

BKKPR F/C

(SOHO AREA)

needed to assume all responsibilities thru G/L. Exp on NCR posting machine preferable but not nec. We offer good working conds, excell co benfts. Salary open. 9-5. For interview call Jack Tassi

858-5600

BKKPR ASST

We are seeking a reliable self starter with good personality & communication s/ ls who is presently handling all journals up to but not including general ledger. Must be willing to learn & interested in making progress in the organization. Minimum 5 years experience necessary. Call Mr Law. 725-8568.

BKKPR

ACCOUNTS REC

Exp'd in volume A/R. Mini-computer. Will teach. Starting sal $13,000, automatic increases, hours 8:30-4PM. 14th St & 10th Ave meat market. Call Ms Nelson: 924-5050 betw 10-2 Tues Wed Thurs.

Bookkeeper F/C F/Pd To $425

REAL ESTATE

Commercial RE firm seeks individual thru G/L. T/B. ADP experience reqd. Benefits.

PARKER, CLARK Assoc.

545 5 Av/45 St agency 697-0996

BKKPR ASSTS

244-5533

BOOKKEEPER, ASSISTANT

BOOKKEEPER

BOOKKEEPER-FULL CHARGE

BKKPR/ACCOUNTANT

KENNILWORTH, N.J.

BKKPR ASST-A/R.A/P

BOOKKEEPER

BOOKKEEPER—

Help Wanted 2600

BURGLAR ALARM/CCTV ACCESS CONTROL

BURGLAR ALARM

BUYER

PERSONNEL DIRECTOR

ABEX CORP

SIGNAL STAT DIVISION

BUYER-MGR-SUPVR

BUYER & EXPEDITOR

CABINET MAKER, A-1

CABINET-MAKER

CABINETMAKER

CAKE DECORATOR Wanted

CAREER OPPORTUNITY

If you have been refused employment because you were too young or less experienced and have settled for work that does not pay well... consider this fine job opportunity, you can earn

$248 PER WEEK

212-689-0889

CARPENTER/Cptr helper

CARPET MECHANIC

CASHIER

CASHIER

CRT OPERATOR

RECEPTIONIST/MODEL

CHARTIST $12-15,000

CHAUFFEURS

Help Wanted 2600

CLERKS

Growing Wall St

Subsidiary of New England Commercial Bank

RECEIVE & DELIVER CLERK

ACCOUNTING CLERK

COMMERCIAL PAPER CLERK

344-2850

CLERK/TYPIST

CLERK TYPIST

CALL MR. KAUFMAN

(212) 971-9256

Equal Opportunity Employer M/F

CLERK-TYPISTS: 40 wpm typing. Good math/clerical skills. Excellent benefits & promotion from within.

Montgomery Ward

393 7th Ave (31-32 Sts), 3rd Fl

OPPPOSITE PENN STATION

INTERVIEWS: T-W, 9AM-12N

An Equal Opportunity Employer M/F

CLERK-TYPIST

Full time. Exp'd. Must type 45wpm accurately on electric typewriter. Good salary & working conditions. Exceptional fringe benefits. May be assigned alternate work schedule. Downtown area. Call Ms. Narako, 766-1203.

An Equal Opply Employer M/F

CLERK-TYPIST

QUEENS

CLERK/TYPIST

CLERK

CLERK TYPIST

421-4250

Clerk-Typist

CLERK

CLERK TYPIST

Help Wanted 2600

Clerk/Typist

Personnel, 683-9700

CLERK TYPIST

CHEMICAL BANK

CLERK TYPIST

Temp Positions

INTERIM SYSTEMS

CLERK-QUEENS

EXCELLENT OPPORTUNITY TO WORK IN THE EXCITING FIELD OF REAL ESTATE. BRIGHT, ENERGETIC BEGINNER WITH GOOD PERSONALITY. LIGHT TYPING, MISCL CLERICAL DUTIES. CLEAR PHONE VOICE REQUIRED. APPLY IN PERSON, 97-77 QUEENS BLVD, SUITE 1212, FOREST HILLS. SEE MISS BEA

CLERK/TYPIST to $195

TRAIN AT FRONT DESK

We are an established personnel agency seeking a bright indiv for an exciting spot in our own office. So...if you have "that certain smile" &can work on your own-I'd like to talk to you.

LENORE SAUNDERS 661-1950

Clerk Typist $12 range F/P

RESEARCH LIBRARY

THERESA M. BURKE AGENCY

25 West 39th Street

MKTG/MGMT

CHOICE

COLLECTION BACKGROUND

SKIP TRACERS

COLLECTION ATTORNEY SEEKS

EXPERIENCED COLLECTORS

Call Mr. Palmer: 695-8155

ALBERTA SMYTH

college

diplomatic relations

Help Wanted 2600

college

assist international research analyst

$14,000/f/pd

conway consultants

college

advertising direct marketing assistant

$13,000/f/pd

Entry level learning opportunity available in marketing area of prominent Mad Ave agency.Busy get involved. "Think tank" situation with increasing responsibilities and independent assignments.Must be bright,articulate and career motivated. Average skills fine.

conway consultants

COLL GRADS FEE PAID

MANAGEMENT

Training Program to $13M

Prestigious Wall St Investment Banking Firm is seeking 5 college grads with the following degrees only: Economics,Finance,Acct'g or Business Administration with a min of 3.0 G.P.A.Must have excellent communicative skills,along with a dynamic & aggressive personality for this fast track program. Excellent Oppty for Advancement.

See: FRED MICHAELS

"CROSS" AGENCY

COMMUNICATION TECHS

Communications

Sales Correspondent

COMMUNITY COMMUNITY CENTER

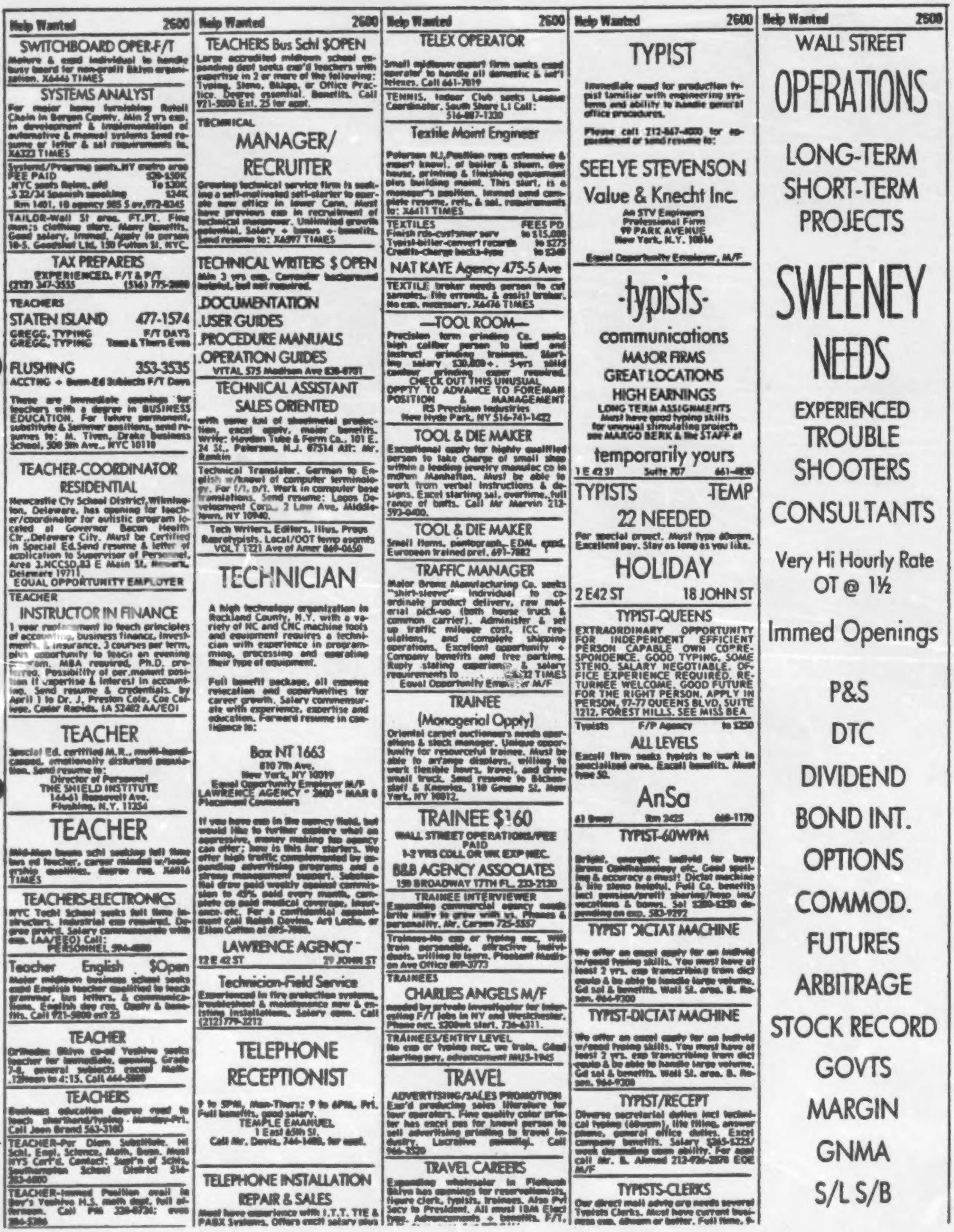
Asst Program Director

COMMUNITY ORGANIZER

COMPTOMETER OPER

Computer Operator-Lead

SAMPLE HELP WANTED ADS



Help Wanted 2600

SWITCHBOARD OPER-F/T

Mature & expd individual to handle busy board for non-profit Bklyn organization. X6446 TIMES

SYSTEMS ANALYST

For major home furnishing Retail Chain in Bergen County. Min 2 yrs exp. in development & implementation of automative & manual systems Send resume or letter & sal requirements to. X4323 TIMES

Systems/Programs seeks NY metro area
FEE PAID $20-$50K
.NYC seeks Reins. ald To $30K
.S 32/34 Spanish speaking $24K
Rm 1401, 18 agency 505 5 av.972-8245

TAILOR-Wall St area. FT.PT. Fine men's clothing store. Many benefits. Good salary. Immed. Apply in person 10-5. Goodshed Ltd. 150 Fulton St. NYC.

TAX PREPARERS

EXPERIENCED. F/T & P/T
(212) 347-3555 (516) 775-2800

TEACHERS

STATEN ISLAND 477-1574
GREGG, TYPING F/T DAYS
GREGG, TYPING Tues & Thurs Eves

FLUSHING 353-3535
ACCTNG + Bus-Ed Subjects F/T Days

There are immediate openings for teachers with a degree in BUSINESS EDUCATION. For future permanent, substitute & Summer positions, send resumes to: M. Tiven, Drake Business School, 500 5th Ave., NYC 10110

TEACHER-COORDINATOR RESIDENTIAL

Newcastle Cty School District, Wilmington, Delaware, has opening for teacher/coordinator for autistic program located at Governor Bacon Health Ctr., Delaware City. Must be Certified in Special Ed. Send resume & letter of application to Supervisor of Personnel, Area 3, NCCSD, 83 E Main St, Newark, Delaware 19711.

EQUAL OPPORTUNITY EMPLOYER

TEACHER

INSTRUCTOR IN FINANCE

1 year replacement to teach principles of accounting, business finance, investments, & insurance. 3 courses per term, plus opportunity to teach on evening program. MBA required, Ph.D. preferred. Possibility of permanent position if expertise & interest in accounting. Send resume & credentials by April 1 to Dr. J. Preston Cole, Coe College, Cedar Rapids, IA 52402 AA/EOI

TEACHER

Special Ed. certified M.R., multi-handicapped, emotionally disturbed population. Send resume to:

Director of Personnel
THE SHIELD INSTITUTE
144-61 Roosevelt Ave.
Flushing, N.Y. 11354

TEACHER

Mid-Man busns schl seeking full time bus ed teacher, career minded w/leadership qualities. degree req. X6016 TIMES

TEACHERS-ELECTRONICS

NYC Tech'l School seeks full time instructors. Industrial exp required. Degree prefrd. Salary commensurate with exp. (AA/EEO) Call:
PERSONNEL 594-[illegible]

Teacher English $Open

Major midtown business school seeks expd English teacher qualified to teach grammar, bus letters, & communications. English deg req. Oppty & benefits. Call 921-5000 ext 25

TEACHER

Orthodox Bklyn co-ed Yeshiva seeks teacher for immediate opening. Grade 7-8, general subjects except Math. 12noon to 4:15. Call 444-5800

TEACHERS

Business education degree reqd to teach shorthand/typing - Monday-Fri. Call Joan Brand 563-3180

TEACHER-Per Diem Substitute. HI Schl. Engl, Science, Math, Busn. Must NYS Cert'd. Contact: Supt'n of Schls. Southampton School District 516-283-4800

TEACHER-Immed Position avail in Boy's Yeshiva H.S. math dept. full afternoon. Call PM 338-8734; eves 384-5386

Help Wanted 2600

TEACHERS Bus Schl $OPEN

Large accredited midtown school expanding dept seeks exp'd teachers with expertise in 2 or more of the following: Typing, Steno, Bklpg, or Office Practice. Degree essential. Benefits. Call 921-5000 Ext. 25 for appt.

TECHNICAL

MANAGER/ RECRUITER

Growing technical service firm is seeking a self-motivated self-starter to operate new office in lower Conn. Must have previous exp in recruitment of technical manpower. Unlimited growth potential. Salary + bonus + benefits. Send resume to: X4597 TIMES

TECHNICAL WRITERS $ OPEN

Min 3 yrs exp. Computer background helpful, but not required.

.DOCUMENTATION
.USER GUIDES
.PROCEDURE MANUALS
.OPERATION GUIDES
VITAL 575 Madison Ave 838-0701

TECHNICAL ASSISTANT SALES ORIENTED

with some knl of sheetmetal production, excel oppty, major benefits. Write: Howden Tube & Form Co., 101 E. 24 St., Paterson, N.J. 07514 Att: Mr. Rankin

Technical Translator. German to English w/knowl of computer terminology. For f/t, p/t. Work in computer base translations. Send resume: Logos Development Corp., 2 Law Ave, Middletown, NY 10940.

Tech Writers, Editors, Illus, Progs Reprotypists. Local/OOT temp asgmts VOLT 1221 Ave of Amer 869-0650

TECHNICIAN

A high technology organization in Rockland County, N.Y. with a variety of NC and CNC machine tools and equipment requires a technician with experience in programming, processing and operating their type of equipment.

Full benefit package, all expense relocation and opportunities for career growth. Salary commensurate with experience, expertise and education. Forward resume in confidence to:

Box NT 1663
810 7th Ave.
New York, NY 10019
Equal Opportunity Employer M/F

LAWRENCE AGENCY * 2600 * MAR 8
Placement Counselors

If you have exp in the agency field, but would like to further explore what an aggressive, money making fee agency can offer; how is this for starters. We offer high traffic complemented by expanding advertising programs and a strong management support. Substantial draw paid weekly against commission to 45% paid every month, complete co paid medical coverage, insurance etc. For a confidential appointment call Ralph Devine, Art Locke, or Ellen Cohen at 695-7000.

LAWRENCE AGENCY
12 E 42 ST 27 JOHN ST

Technician-Field Service

Experienced in fire protection systems, troubleshoot & maintenance new & existing installations. Salary open. Call (212)779-3212

TELEPHONE RECEPTIONIST

9 to 5PM, Mon-Thurs; 9 to 6PM, Fri. Full benefits, good salary.

TEMPLE EMANUEL
1 East 65th St.
Call Mr. Davis, 744-1400, for appt.

TELEPHONE INSTALLATION REPAIR & SALES

Must have experience with I.T.T. TIE & PABX Systems. Offers excl salary plus

Help Wanted 2600

TELEX OPERATOR

Small midtown export firm seeks expd operator to handle all domestic & int'l telexes. Call 661-7819

TENNIS. Indoor Club seeks League Coordinator. South Shore LI Call: 516-887-1330

Textile Maint Engineer

Paterson NJ.Position reqs extensive & expert knowl. of boiler & steam, dye house, printing & finishing equipment plus building maint. This start. is a manager's position. Immed send complete resume, refs. & sal. requirements to: X4411 TIMES

TEXTILES FEES PD
Finish rds-customer serv to $15,000
Typist-biller-convert records to $275
Credits-Charge backs-type to $240

NAT KAYE Agency 475-5 Ave

TEXTILE broker needs person to cut samples, file errands, & assist broker. No exp. necessary. X4476 TIMES

—TOOL ROOM—

Precision form grinding Co. seeks high caliber person to lead and instruct grinding trainees. Starting salary $30,000+. 5-yrs solid contour grinding exper required.

CHECK OUT THIS UNUSUAL OPPTY TO ADVANCE TO FOREMAN POSITION & MANAGEMENT
RS Precision Industries
New Hyde Park, NY 516-741-1422

TOOL & DIE MAKER

Exceptional oppty for highly qualified person to take charge of small shop within a leading jewelry manufac co in midtwn Manhattan. Must be able to work from verbal instructions & designs. Excel starting sal, overtime, full range of bnfts. Call Mr Marvin 212-593-0400.

TOOL & DIE MAKER

Small items, pantograph, EDM, expd. European trained pref. 691-7882

TRAFFIC MANAGER

Major Bronx Manufacturing Co. seeks "shirt-sleeve" individual to coordinate product delivery, raw material pick-up (both house truck & common carrier). Administer & set up traffic mileage cost, ICC regulations, and complete shipping operations. Excellent opportunity + Company benefits and free parking. Reply stating experience & salary requirements to . . . . [illegible]32 TIMES

Equal Opportunity Employer M/F

TRAINEE (Managerial Oppty)

Oriental carpet auctioneers needs operations & stock manager. Unique opportunity for resourceful trainee. Must be able to arrange displays, willing to work flexible hours, travel, and drive small truck. Send resume to Bickerstaff & Knowles, 110 Greene St. New York, NY 10012.

TRAINEE $160

WALL STREET OPERATIONS/FEE PAID
1-2 YRS COLL OR WK EXP NEC.
B&B AGENCY ASSOCIATES
150 BROADWAY 17TH FL. 233-2130

TRAINEE INTERVIEWER
Expanding commercial agency needs bright indiv to grow with us. Phones & personality. Mr. Carson 725-5557

Trainees-No exp or typing nec. Will train personable, attractive individuals, willing to learn. Pleasant Madison Ave Office 889-3773

TRAINEES

CHARLIES ANGELS M/F

needed by private investigator for interesting F/T jobs in NY and Westchester. Phone nec. $200wk start. 736-6311.

TRAINEES/ENTRY LEVEL
No exp or typing nec. we train. Good starting pay, advancement MU5-1945

TRAVEL

ADVERTISING/SALES PROMOTION
Exp'd producing sales literature for tour operators. Fine quality color printer has excel opp for knowl person to sell advertising printing to travel industry. Lucrative potential. Call 966-3520

TRAVEL CAREERS

Expanding wholesaler in Flatbush Bklyn has openings for reservationists, figure clerk, typists, trainees. Also Pvt Secy to President. All must IBM Elect type. Advancements + benefits. F/T.

Help Wanted 2600

TYPIST

Immediate need for production typist familiar with engineering systems and ability to handle general office procedures.

Please call 212-867-4000 for appointment or send resume to:

SEELYE STEVENSON
Value & Knecht Inc.
An STV Engineers
Professional Firm
99 PARK AVENUE
New York, N.Y. 10016
Equal Opportunity Employer, M/F

-typists-

communications
MAJOR FIRMS
GREAT LOCATIONS
HIGH EARNINGS
LONG TERM ASSIGNMENTS
Must have good typing skills
for unusual stimulating projects
see MARGO BERK & the STAFF at
temporarily yours
1 E 42 St Suite 707 661-4830

TYPISTS -TEMP

22 NEEDED

For special project. Must type 60wpm. Excellent pay. Stay as long as you like.

HOLIDAY
2 E42 ST 18 JOHN ST

TYPIST-QUEENS

EXTRAORDINARY OPPORTUNITY FOR INDEPENDENT EFFICIENT PERSON CAPABLE OWN CORRESPONDENCE. GOOD TYPING. SOME STENO. SALARY NEGOTIABLE. OFFICE EXPERIENCE REQUIRED. RETURNEE WELCOME. GOOD FUTURE FOR THE RIGHT PERSON. APPLY IN PERSON, 97-77 QUEENS BLVD, SUITE 1212, FOREST HILLS. SEE MISS BEA

Typists F/P Agency to $250

ALL LEVELS

Excell firm seeks typists to work in specialized area. Excell benefits. Must type 50.

AnSa
61 Bway Rm 2425 668-1170

TYPIST-60WPM

Bright, energetic individ for busy Bronx Ophthalmology etc. Good spelling & accuracy a must! Dictat machine & lite steno helpful. Full Co. benefits incl pension/profit sharing/hosp ins/ vacations & bonus. Sal $200-$250 depending on exp. 583-9292

TYPIST DICTAT MACHINE

We offer an excel oppty for an individ w/good typing skills. You must have at least 2 yrs. exp transcribing from dict equip & be able to handle large volume. Gd sal & benefits. Wall St. area. B. Rosen, 964-9300

TYPIST-DICTAT MACHINE

We offer an excel oppty for an individ w/good typing skills. You must have at least 2 yrs. exp transcribing from dict equip & be able to handle large volume. Gd sal & benefits. Wall St. area. B. Rosen, 964-9300

TYPIST/RECEPT

Diverse secretarial duties incl technical typing (60wpm), lite filing, answer phone, general office duties. Excel company benefits. Salary $265-$325/ week depending upon ability. For appt call Mr. B. Ahmed 212-926-2870 EOE M/F

TYPISTS-CLERKS

Our direct mail advtg org needs several Typists Clerks. Must have current business exp. 60wpm or better. Full time. 9-

Help Wanted 2600

WALL STREET
OPERATIONS
LONG-TERM
SHORT-TERM
PROJECTS
SWEENEY
NEEDS
EXPERIENCED
TROUBLE
SHOOTERS
CONSULTANTS
Very Hi Hourly Rate
OT @ 1½
Immed Openings
P&S
DTC
DIVIDEND
BOND INT.
OPTIONS
COMMOD.
FUTURES
ARBITRAGE
STOCK RECORD
GOVTS
MARGIN
GNMA
S/L S/B

SAMPLE RESUME, EXAMPLE 1

Boonkong Sanouvong
1234 Main Street
Midvale, Oregon 92307
Telephone: (503) 123-4567

Residency Status	Admitted to the United States in accordance with the Refugee Act of 1980, on March 30, 1981. No Restrictions on employment.
Education	Participated in UNHCR Intensive English as a Second Language and Cultural Orientation Training Project, Phanat Nikhom Refugee Camp, Thailand, January through March, 1981. Nine months infantry training, Savannakhet, Laos, 1970. Completed requirements for elementary level (Cours Superiour Certificate, grades 1-6), Savannakhet School, Savannakhet, Laos, 1962.

Employment/Experience

1975-81	Fled Laos after collapse of national government for fear of persecution due to past military association. Entered refugee camp in Thailand. Admitted to U.S. resettlement program.
1970-75	Special Guerilla Unit (SGU) Irregular Army Infantry, Military Region IV, Laos. Responsible for camp maintenance. Participated in limited combat actions.
1962-70	Rice Farming, Savannakhet Province, Laos. Responsible for planting, harvesting and care of farm annimals. Participated in various seeding experiments under the supervision of the local national agricultural office.

Personal Data

Birthdate:	February 13, 1950.
Nationality:	Lao
Family:	Married, three children.

Reference

John Sponsor
678 Central Avenue
Mill City, Oregon 97306
Telephone: (503) 987-6543

SAMPLE RESUME, EXAMPLE 2

Somchay Phetsamone
24 East Street, Apartment 6
Cityville, Ohio 03962
Telephone: (123) 456-7890

Career Objectives

My goals are to establish myself in the field of social work, initially in a way that utilizes my translating/interpreting abilities to assist in the resettlement of Indochinese refugees.

Employment

1978 - 81	Interpreter/Translator for U.S. Embassy, Refugee Section, Bangkok, Thailand. Primary responsibilities included translation of materials for refugee case files and acting as interpreter for Immigration and Naturalization Service Officers.
1970 - 75	Interpreter for U.S. White Star Program, American Special Forces. Duties included assisting American supervisor in the development and maintenance of village defence units in Saravance Province, Laos.
1968 - 70	International Volunteer Service (IVS), Vientiane, Laos. Interpreter/translator with IVS. Travelled throughout Laos advising villagers about animal husbandry.

Education

B.A.	University of Vientiane, Laos. School of Education, emphasis in Languages. 1964-68.
Certificate	Completion of Community Development Training Course under IVS scholarship, Vientiane, October 1968.

(CONTINUED)

Resume Continued....
Somchay Phetsamone
Page 2

Personal Data

After the collapse of the national government in Laos in April, 1975, was forced to hide identity for fear of persecution. Farmed family homestead until fleeing into Thailand in 1978 when my identify was discovered by local government officials.

Residency Status:	Entered the U.S. in March, 1981 in accordance with the Refugee Act of 1980. No restrictions on employment.
Nationality:	Lao
Birthdate:	May 20, 1946
Family:	Single, no dependents.

References

Mary Sponsor
678 Murry Road
Cityville, Ohio 03962
Telephone: (123) 300-0003

Joe Goode
P.O. Box 123
Springville, New York 00112
Telephone: (200) 124-5780

This and the preceding resume are only examples of how someone with non-traditional American skills can produce a resume.

SAMPLE EMPLOYMENT APPLICATION
(SIMPLE FORMAT)

Name ____
First Middle Last

____
Country City State Zip Code

Telephone Number ______________ Emergency Tel. Number __________

Social Security Number __________________ Height __________

Weight __________ Age ____________ Birthday ______________

Check One: Male _____ Female _____ Hair Color ____ Eye Color _____

Circle One: Single Married Separated Divorced Widowed

Mother's Name ________________ Father's Name ______________

Brothers' and Sisters' Names ______________________________

____

Schools Attended: ____________________________________

____

Subjects Studied: ____________________________________

____

Draft Classification? _______ Veteran? _____ U.S.Citizen? _______

Health _________________________ Dependents ____________

References? ______________________________________

Previous Employment: Name of Employer ____________________

Address ___________________________

Telephone Number ____________________

What work did you do? ________________

Why did you leave? __________________

__________________ ______________________________
Date Signature

SAMPLE EMPLOYMENT APPLICATION

(MODERATE FORMAT)

Name Mr. / Mrs. / Miss ______________________ Social Security No. __________

Address ______________________ How long at this address? __________
Number Street City State

Previous Address ______________________ Present phone Number __________
Number Street City State

Date of Birth ______________________
Month Day Year

What physical defects or ailments do you now have such as hernia, heart trouble, kidney trouble or high blood pressure, etc.?

____

Have you ever been employed by this company? _______ When? _______

Education

Grammar School ______________________

Jr. High School ______________________

Sr. High School ______________________

College ______________________

Other-give type ______________________

If someone advised you to seek employment here, give name ______________ For what type work are you applying ______

Have you ever been convicted for other than a minor traffic violation? Yes___ No___ If yes, explain ______________________

____

Licensed to drive car? Yes___ No___ In this state? Yes___ No___

EMPLOYMENT RECORD

Please list two of your past employers, with last place of work first.

Employer	Address	From	To	Duties	Reason for leaving

REFERENCES

1. ____
Name Address City Phone Profession

2. ____
Name Address City Phone Profession

SAMPLE EMPLOYMENT APPLICATION
(COMPLEX FORMAT)

PERSONAL INFORMATION: Date Social Security No.

Name Age Sex
Last First Middle

Present Address
Street City State

Permanent Address
Street City State

Phone No. Own Home Rent Board

Date of Birth Height Weight

Color of Hair Color of Eyes

Married Single Widowed Divorced Separated

Number of children Dependents other than wife or children Citizen of U.S.A.? Yes No

If related to anyone in our employ, state name and department

Referred by

EMPLOYMENT DESIRED: Date you can start Salary desired

Are you employed now? If so, may we inquire of your present employer?

Ever applied to this company before? Where? When?

Education:	Name and Location of School	Years Attended	Date Graduated	Certificate
Grammar School				
High School				
College				
Trade, Business, or Correspondence School				

What foreign languages do you speak fluently? Read? Write?

U.S. Military or Naval Service Rank

Present membership in National Guard or Reserves

FORMER EMPLOYMENT:(List last four employers.Give the last one first.)

Date, Month and Year	Name and Address of Employer	Salary	Position	Why did you leave?
From To				
From To				
From To				
From To				

REFERENCES: Give the names of three people (not relatives) who have known you at least one year.

Name	Address	Business	Phone
1.			
2.			
3.			

PHYSICAL RECORD:

List any physical defects

Were you ever injured? Give details

Have you any defects in hearing? In vision? In speech?

In case of emergency notify

Name Address Phone No.

I authorize investigation of all statements contained in this application. In understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date Signature

DO NOT WRITE BELOW THIS LINE

Interviewed By Date

Remarks

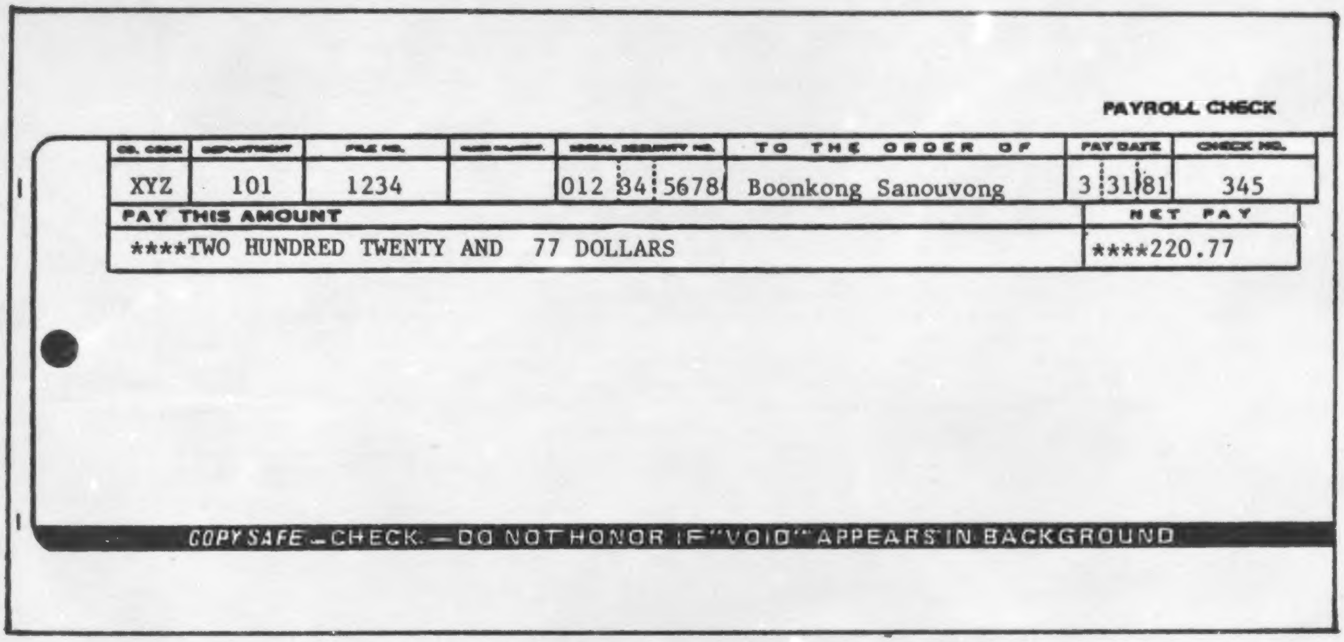
Neatness Character Personality Ability

Hired For Dept. Position Will Report Salary Wages

Approved: 1. Employment Manager 2. Department Head 3. General Manager

Appendix 7

SAMPLE PAYCHECK

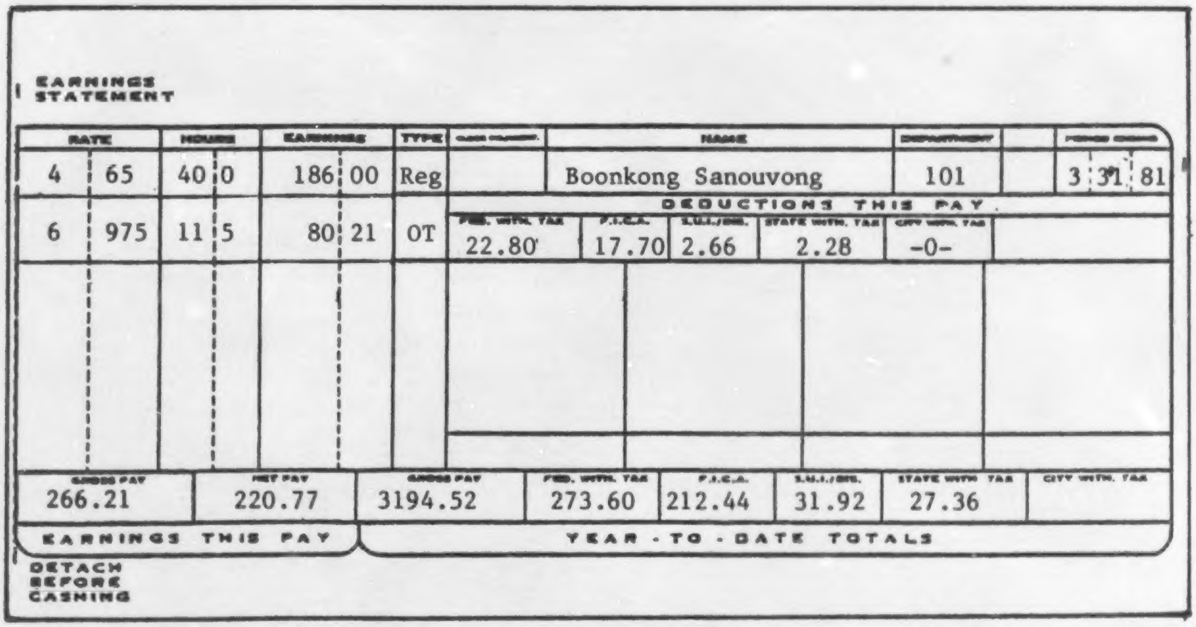


PAYROLL CHECK

CO. CODE	DEPARTMENT	FILE NO.	[illegible]	SOCIAL SECURITY NO.	TO THE ORDER OF	PAY DATE	CHECK NO.
XYZ	101	1234		012 34 5678	Boonkong Sanouvong	3 31 81	345

PAY THIS AMOUNT	NET PAY
****TWO HUNDRED TWENTY AND 77 DOLLARS	****220.77

COPYSAFE — CHECK — DO NOT HONOR IF "VOID" APPEARS IN BACKGROUND



EARNINGS STATEMENT

RATE	HOURS	EARNINGS	TYPE	[illegible]	NAME	DEPARTMENT		[illegible]
4 65	40 0	186 00	Reg		Boonkong Sanouvong	101		3 31 81
6 975	11 5	80 21	OT					

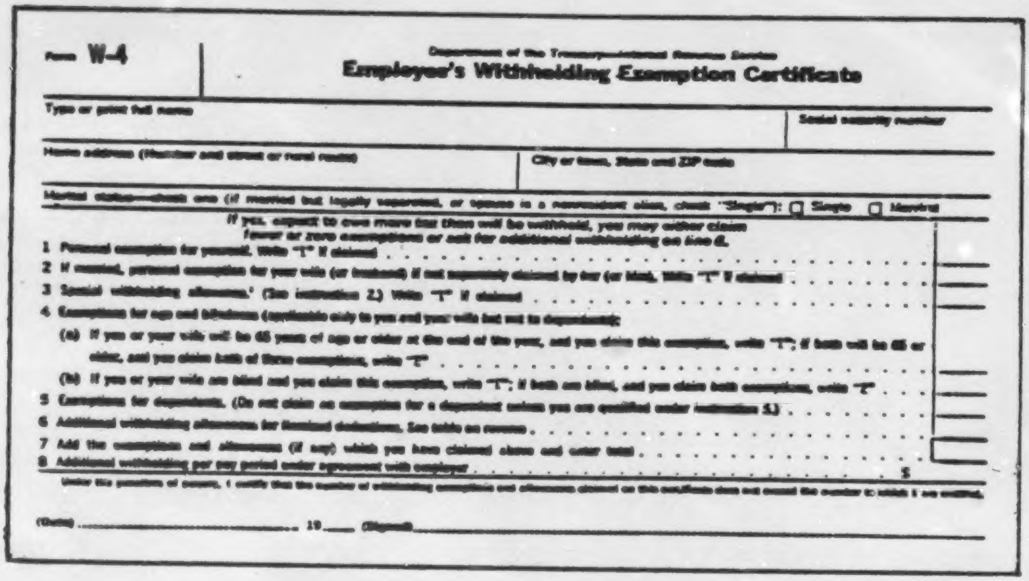
DEDUCTIONS THIS PAY

FED. WITH. TAX	F.I.C.A.	S.U.I./DIS.	STATE WITH. TAX	CITY WITH. TAX
22.80	17.70	2.66	2.28	-0-

EARNINGS THIS PAY		YEAR - TO - DATE TOTALS					
GROSS PAY	NET PAY	GROSS PAY	FED. WITH. TAX	F.I.C.A.	S.U.I./DIS.	STATE WITH TAX	CITY WITH. TAX
266.21	220.77	3194.52	273.60	212.44	31.92	27.36	

DETACH
BEFORE
CASHING

SAMPLE W-4 FORM



Form **W-4**

Department of the Treasury—Internal Revenue Service

Employee's Withholding Exemption Certificate

Type or print full name | Social security number

Home address (Number and street or rural route) | City or town, State and ZIP code

Marital status—check one (if married but legally separated, or spouse is a nonresident alien, check "Single"): ☐ Single ☐ Married

If you expect to owe more tax than will be withheld, you may either claim fewer or zero exemptions or ask for additional withholding on line 8.

1 Personal exemption for yourself. Write "1" if claimed . . . . ____

2 If married, personal exemption for your wife (or husband) if not separately claimed by her (or him). Write "1" if claimed . . . . . ____

3 Special withholding allowance.[1] (See instruction 2.) Write "1" if claimed . . . . . ____

4 Exemptions for age and blindness (applicable only to you and your wife but not to dependents):

(a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write "1"; if both will be 65 or older, and you claim both of these exemptions, write "2" . . . . . ____

(b) If you or your wife are blind and you claim this exemption, write "1"; if both are blind, and you claim both exemptions, write "2" . . . ____

5 Exemptions for dependents. (Do not claim an exemption for a dependent unless you are qualified under instruction 5.) . . . . ____

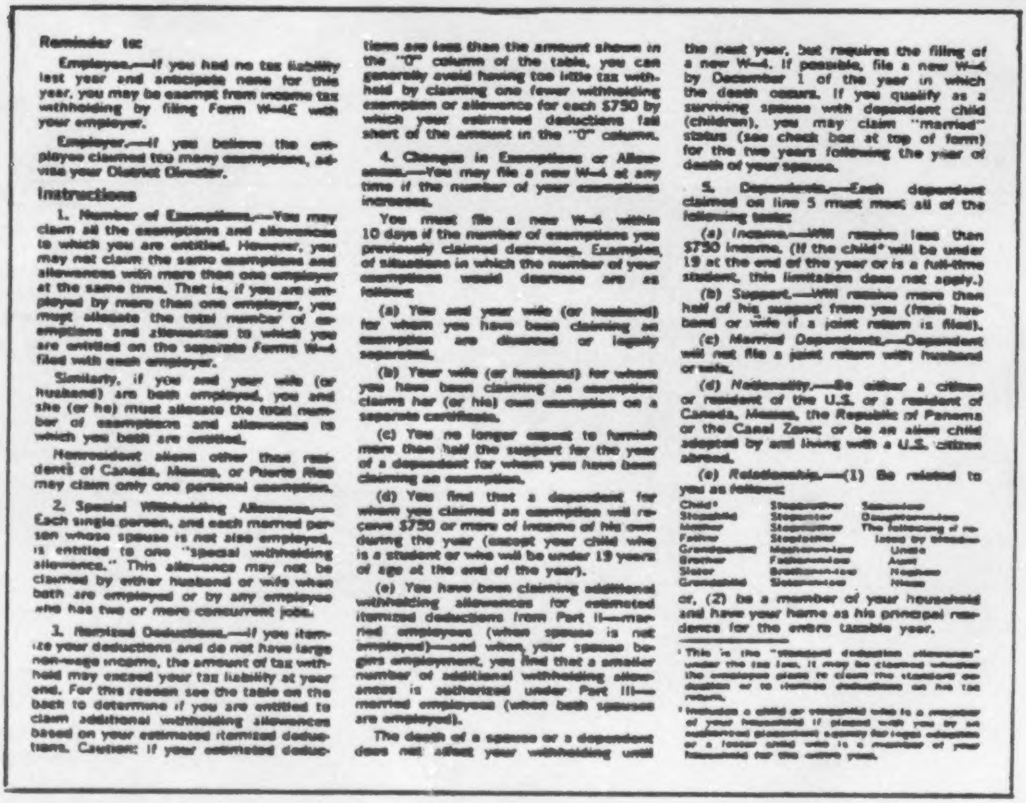
6 Additional withholding allowances for itemized deductions. See table on reverse . . . . . ____

7 Add the exemptions and allowances (if any) which you have claimed above and enter total . . . . . ____

8 Additional withholding per pay period under agreement with employer . . . . . $____

Under the penalties of perjury, I certify that the number of withholding exemptions and allowances claimed on this certificate does not exceed the number to which I am entitled.

(Date) ____________________, 19____ (Signed) ____________________



Reminder to:

Employee.—If you had no tax liability last year and anticipate none for this year, you may be exempt from income tax withholding by filing Form W-4E with your employer.

Employer.—If you believe the employee claimed too many exemptions, advise your District Director.

Instructions

1. *Number of Exemptions.*—You may claim all the exemptions and allowances to which you are entitled. However, you may not claim the same exemptions and allowances with more than one employer at the same time. That is, if you are employed by more than one employer, you must allocate the total number of exemptions and allowances to which you are entitled on the separate Forms W-4 filed with each employer.

Similarly, if you and your wife (or husband) are both employed, you and she (or he) must allocate the total number of exemptions and allowances to which you both are entitled.

Nonresident aliens other than residents of Canada, Mexico, or Puerto Rico may claim only one personal exemption.

2. *Special Withholding Allowance.*—Each single person, and each married person whose spouse is not also employed, is entitled to one "special withholding allowance." This allowance may not be claimed by either husband or wife when both are employed or by any employee who has two or more concurrent jobs.

3. *Itemized Deductions.*—If you itemize your deductions and do not have large non-wage income, the amount of tax withheld may exceed your tax liability at year end. For this reason see the table on the back to determine if you are entitled to claim additional withholding allowances based on your estimated itemized deductions. Caution: If your estimated deductions are less than the amount shown in the "0" column of the table, you can generally avoid having too little tax withheld by claiming one fewer withholding exemption or allowance for each $750 by which your estimated deductions fall short of the amount in the "0" column.

4. *Changes in Exemptions or Allowances.*—You may file a new W-4 at any time if the number of your exemptions increases.

You must file a new W-4 within 10 days if the number of exemptions you previously claimed decreases. Examples of situations in which the number of your exemptions would decrease are as follows:

(a) You and your wife (or husband) for whom you have been claiming an exemption are divorced or legally separated.

(b) Your wife (or husband) for whom you have been claiming an exemption claims her (or his) own exemption on a separate certificate.

(c) You no longer expect to furnish more than half the support for the year of a dependent for whom you have been claiming an exemption.

(d) You find that a dependent for whom you claimed an exemption will receive $750 or more of income of his own during the year (except your child who is a student or who will be under 19 years of age at the end of the year).

(e) You have been claiming additional withholding allowances for estimated itemized deductions from Part II—married employees (when spouse is not employed)—and when your spouse begins employment, you find that a smaller number of additional withholding allowances is authorized under Part III—married employees (when both spouses are employed).

The death of a spouse or a dependent does not affect your withholding until the next year, but requires the filing of a new W-4. If possible, file a new W-4 by December 1 of the year in which the death occurs. If you qualify as a surviving spouse with dependent child (children), you may claim "married" status (see check box at top of form) for the two years following the year of death of your spouse.

5. *Dependents.*—Each dependent claimed on line 5 must meet all of the following tests:

(a) *Income.*—Will receive less than $750 income. (If the child[2] will be under 19 at the end of the year or is a full-time student, this limitation does not apply.)

(b) *Support.*—Will receive more than half of his support from you (from husband or wife if a joint return is filed).

(c) *Married Dependents.*—Dependent will not file a joint return with husband or wife.

(d) *Nationality.*—Be either a citizen or resident of the U.S. or a resident of Canada, Mexico, the Republic of Panama or the Canal Zone; or be an alien child adopted by and living with a U.S. citizen abroad.

(e) *Relationship.*—(1) Be related to you as follows:

Child[2]
Stepchild
Mother
Father
Grandparent
Brother
Sister
Grandchild

Stepbrother
Stepsister
Stepmother
Stepfather
Mother-in-law
Father-in-law
Brother-in-law
Sister-in-law

Son-in-law
Daughter-in-law
The following if related by blood:
Uncle
Aunt
Nephew
Niece

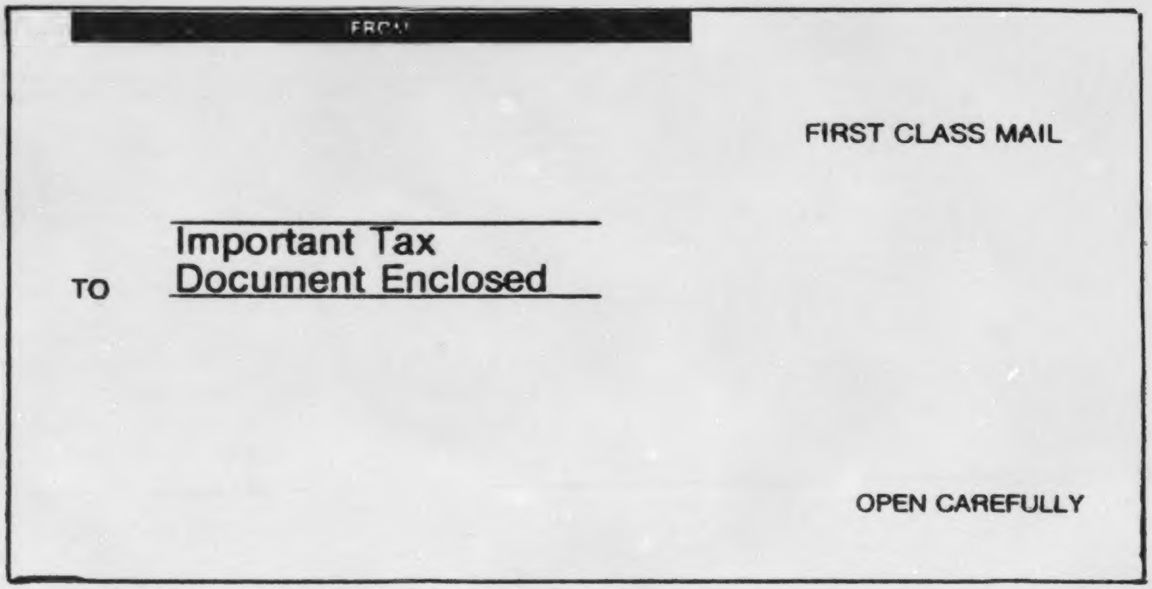
or, (2) be a member of your household and have your home as his principal residence for the entire taxable year.

---

[1] This is the "standard deduction allowance" under the tax law. It may be claimed whether the employee plans to claim the standard deduction or to itemize deductions on his tax return.

[2] Includes a child or stepchild who is a member of your household if placed with you by an authorized placement agency for legal adoption or a foster child who is a member of your household for the entire year.

SAMPLE W-2 FORM



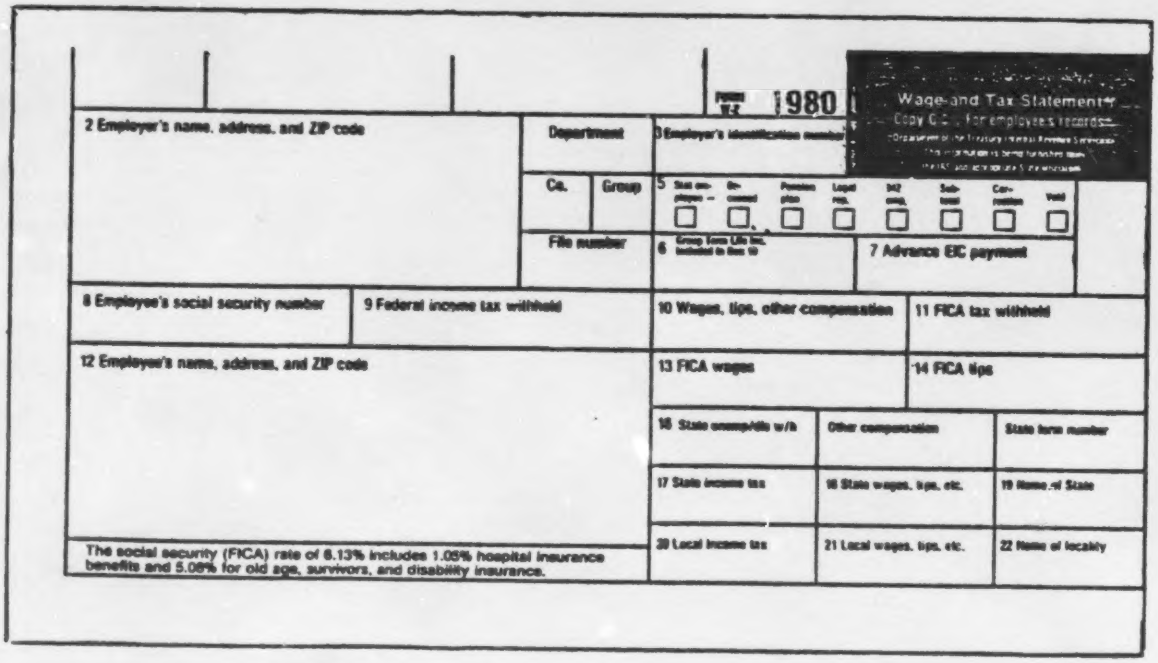
FROM

FIRST CLASS MAIL

TO

Important Tax
Document Enclosed

OPEN CAREFULLY



Form W-2 1980

Wage and Tax Statement

Copy C For employee's records

Department of the Treasury Internal Revenue Service

This information is being furnished to the IRS and appropriate State officials

2 Employer's name, address, and ZIP code

Department

3 Employer's identification number

Co.

Group

5 Stat employee ☐ Deceased ☐ Pension plan ☐ Legal rep. ☐ 942 emp. ☐ Subtotal ☐ Correction ☐ Void ☐

File number

6 Group term life ins. included in box 10

7 Advance EIC payment

8 Employee's social security number

9 Federal income tax withheld

10 Wages, tips, other compensation

11 FICA tax withheld

12 Employee's name, address, and ZIP code

13 FICA wages

14 FICA tips

16 State unemp/dis w/h

Other compensation

State form number

17 State income tax

18 State wages, tips, etc.

19 Name of State

20 Local income tax

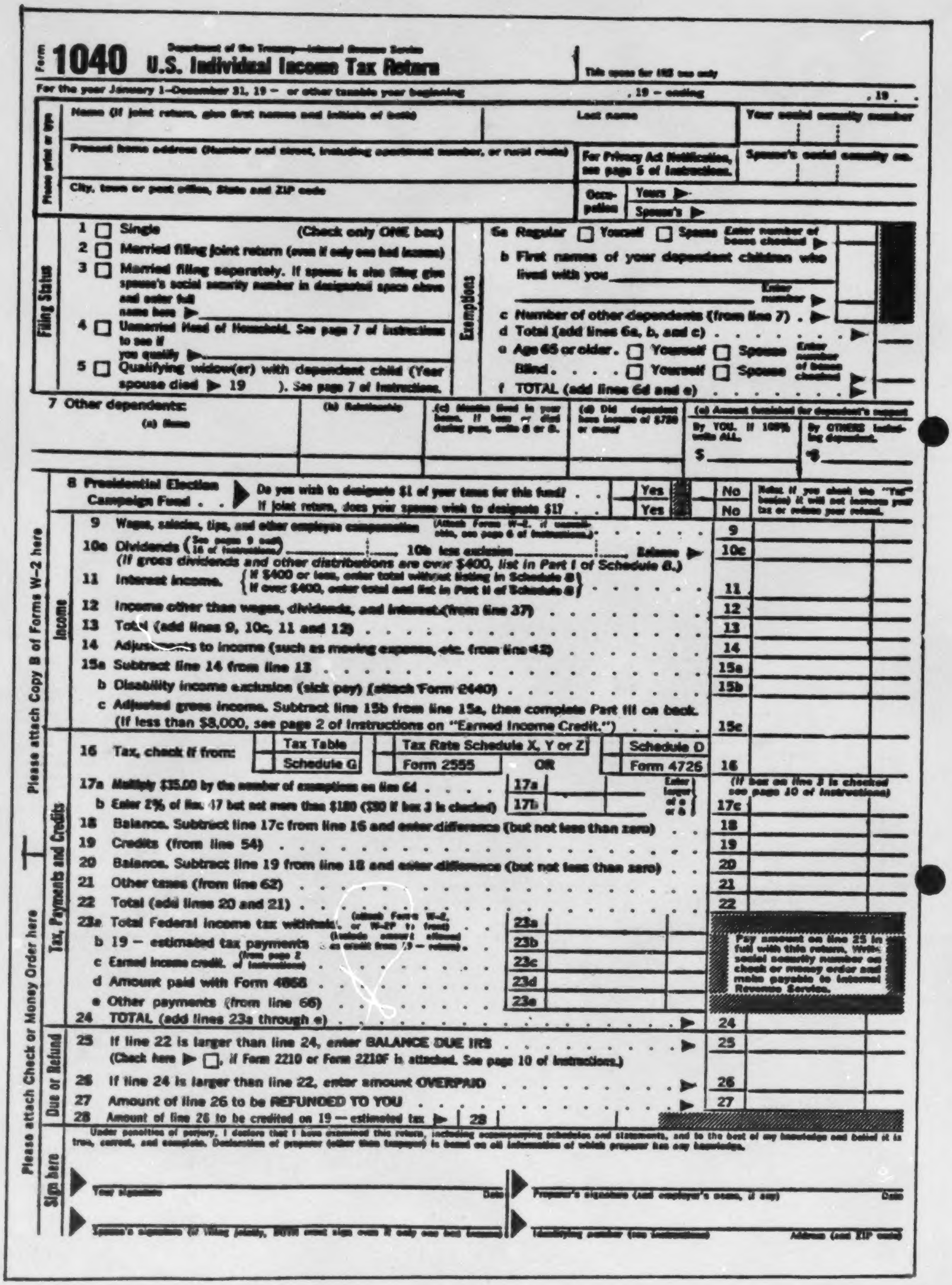
21 Local wages, tips, etc.

22 Name of locality

The social security (FICA) rate of 6.13% includes 1.05% hospital insurance benefits and 5.08% for old age, survivors, and disability insurance.

Appendix 8.2

SAMPLE TAX FORM



Form **1040** Department of the Treasury—Internal Revenue Service
U.S. Individual Income Tax Return

This space for IRS use only

For the year January 1–December 31, 19 – or other taxable year beginning , 19 – ending , 19 .

Please print or type

Name (If joint return, give first names and initials of both) | Last name | Your social security number

Present home address (Number and street, including apartment number, or rural route) | For Privacy Act Notification, see page 5 of Instructions. | Spouse's social security no.

City, town or post office, State and ZIP code | Occupation | Yours ▶ | Spouse's ▶

Filing Status

1 ☐ Single (Check only ONE box)
2 ☐ Married filing joint return (even if only one had income)
3 ☐ Married filing separately. If spouse is also filing give spouse's social security number in designated space above and enter full name here ▶
4 ☐ Unmarried Head of Household. See page 7 of Instructions to see if you qualify ▶
5 ☐ Qualifying widow(er) with dependent child (Year spouse died ▶ 19). See page 7 of Instructions.

Exemptions

6a Regular ☐ Yourself ☐ Spouse Enter number of boxes checked ▶
b First names of your dependent children who lived with you Enter number ▶
c Number of other dependents (from line 7) . ▶
d Total (add lines 6a, b, and c) . . . . ▶
e Age 65 or older . ☐ Yourself ☐ Spouse Enter number of boxes checked ▶
Blind . . . . ☐ Yourself ☐ Spouse
f TOTAL (add lines 6d and e) . . . . ▶

7 Other dependents: (a) Name	(b) Relationship	(c) Months lived in your home. If born or died during year, write B or D.	(d) Did dependent have income of $750 or more?	(e) Amount furnished for dependent's support: By YOU. If 100% write ALL.	By OTHERS including dependent.
				$	$

8 Presidential Election Campaign Fund . . ▶ Do you wish to designate $1 of your taxes for this fund? . . Yes No
If joint return, does your spouse wish to designate $1? . . Yes No
Note: If you check the "Yes" box(es) it will not increase your tax or reduce your refund.

Please attach Copy B of Forms W-2 here

Income

9 Wages, salaries, tips, and other employee compensation (Attach Forms W-2. If unavailable, see page 6 of Instructions.) 9
10a Dividends (See pages 9 and 16 of Instructions) ______ 10b less exclusion ______ Balance ▶ 10c
(If gross dividends and other distributions are over $400, list in Part I of Schedule B.)
11 Interest income. {If $400 or less, enter total without listing in Schedule B / If over $400, enter total and list in Part II of Schedule B} 11
12 Income other than wages, dividends, and interest (from line 37) 12
13 Total (add lines 9, 10c, 11 and 12) 13
14 Adjustments to income (such as moving expense, etc. from line 42) 14
15a Subtract line 14 from line 13 . . . . 15a
b Disability income exclusion (sick pay) (attach Form 2440) 15b
c Adjusted gross income. Subtract line 15b from line 15a, then complete Part III on back. (If less than $8,000, see page 2 of Instructions on "Earned Income Credit.") 15c

Tax, Payments and Credits

16 Tax, check if from: ☐ Tax Table ☐ Schedule G ☐ Tax Rate Schedule X, Y or Z ☐ Form 2555 OR ☐ Schedule D ☐ Form 4726 16
17a Multiply $35.00 by the number of exemptions on line 6d 17a
b Enter 2% of line 47 but not more than $180 ($90 if box 3 is checked) 17b
Enter larger of a or b (If box on line 3 is checked see page 10 of Instructions) 17c
18 Balance. Subtract line 17c from line 16 and enter difference (but not less than zero) . . 18
19 Credits (from line 54) 19
20 Balance. Subtract line 19 from line 18 and enter difference (but not less than zero) . . 20
21 Other taxes (from line 62) 21
22 Total (add lines 20 and 21) 22
23a Total Federal income tax withheld (attach Forms W-2, or W-2P to front) . . 23a
b 19 – estimated tax payments (include amount allowed as credit from 19 – return) . 23b
c Earned income credit. (from page 2 of Instructions) 23c
d Amount paid with Form 4868 . . . . 23d
e Other payments (from line 66) 23e
24 TOTAL (add lines 23a through e) . . . . ▶ 24

Pay amount on line 25 in full with this return. Write social security number on check or money order and make payable to Internal Revenue Service.

Please attach Check or Money Order here

Due or Refund

25 If line 22 is larger than line 24, enter BALANCE DUE IRS . . . . ▶ 25
(Check here ▶ ☐, if Form 2210 or Form 2210F is attached. See page 10 of Instructions.)
26 If line 24 is larger than line 22, enter amount OVERPAID . . . . ▶ 26
27 Amount of line 26 to be REFUNDED TO YOU . . . . ▶ 27
28 Amount of line 26 to be credited on 19 — estimated tax ▶ 28

Sign here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

▶ Your signature Date ▶ Preparer's signature (and employer's name, if any) Date

▶ Spouse's signature (if filing jointly, BOTH must sign even if only one had income) ▶ Identifying number (see instructions) Address (and ZIP code)

Form 1040 Page 2

Part I Income other than Wages, Dividends and Interest

29	Business income or (loss) (attach Schedule C)	29		
30a	Net gain or (loss) from sale or exchange of capital assets (attach Schedule D)	30a		
b	50% of capital gain distributions (not reported on Schedule D—see page 10 of Instructions).	30b		
31	Net gain or (loss) from Supplemental Schedule of Gains and Losses (attach Form 4797)	31		
32a	Pensions, annuities, rents, royalties, partnerships, estates or trusts, etc. (attach Schedule E)	32a		
b	Fully taxable pensions and annuities (not reported on Schedule E—see page 10 of Instructions)	32b		
33	Farm income or (loss) (attach Schedule F)	33		
34	State income tax refunds (does not apply if refund is for year in which you took the standard deduction—others see page 10 of Instructions)	34		
35	Alimony received	35		
36	Other (state nature and source—see page 11 of Instructions) ▶	36		
37	Total (add lines 29 through 36). Enter here and on line 12 ▶	37		

Part II Adjustments to Income

38	Moving expense (attach Form 3903)	38		
39	Employee business expense (attach Form 2106)	39		
40a	Payments to an individual retirement arrangement from attached Form 5329, Part III	40a		
b	Payments to a Keogh (H.R. 10) retirement plan	40b		
41	Forfeited interest penalty for premature withdrawal (see page 12 of Instructions)	41		
42	Total (add lines 38 through 41). Enter here and on line 14 ▶	42		

Part III Tax Computation

43	Adjusted gross income (from line 15c). If you have unearned income and can be claimed as a dependent on your parent's return, check here ▶ ☐ and see page 9 of Instructions	43		
44a	If you itemize deductions, check here ▶ ☐, and enter total from Schedule A, line 40, and attach Schedule A			
b	Standard deduction—If you do not itemize deductions, check here ▶ ☐, and:			
	If you checked the box on line . . . 2 or 5, enter the greater of $2,100 OR 16% of line 43—but not more than $2,800	44		
	1 or 4, enter the greater of $1,700 OR 16% of line 43—but not more than $2,400			
	3, enter the greater of $1,050 OR 16% of line 43—but not more than $1,400			
45	Subtract line 44 from line 43 and enter difference (but not less than zero)	45		
46	Multiply total number of exemptions claimed on line 6f by $750	46		
47	Taxable income. Subtract line 46 from line 45 and enter difference (but not less than zero)	47		

- If line 47 is $20,000 or less and you did not average your income on Schedule G, or figure your tax on Form 2555, Exemption of Income Earned Abroad, find your tax in Tax Table. Enter tax on line 16 and check appropriate box.
- If line 47 is more than $20,000, figure your tax on the amount on line 47 by using Tax Rate Schedule X, Y, Z, or if applicable, the alternative tax from Schedule D, income averaging from Schedule G, tax from Form 2555 or maximum tax from Form 4726. Enter tax on line 16 and check appropriate box.

Part IV Credits

48	Credit for the elderly (attach Schedules R & RP)	48		
49	Credit for child care expenses (attach Form 2441)	49		
50	Investment credit (attach Form 3468)	50		
51	Foreign tax credit (attach Form 1116)	51		
52	Contributions to candidates for public office credit (see page 12 of Instructions)	52		
53	Work Incentive (WIN) Credit (attach Form 4874)	53		
54	Total (add lines 48 through 53). Enter here and on line 19 ▶	54		

Part V Other Taxes

55	Tax from recomputing prior-year investment credit (attach Form 4255)	55		
56	Minimum tax. Check here ▶ ☐, and attach Form 4625	56		
57	Tax on premature distributions from attached Form 5329, Part V	57		
58	Self-employment tax (attach Schedule SE)	58		
59	Social security tax on tip income not reported to employer (attach Form 4137)	59		
60	Uncollected employee social security tax on tips (from Forms W–2)	60		
61	Excess contribution tax from attached Form 5329, Part IV	61		
62	Total (add lines 55 through 61). Enter here and on line 21 ▶	62		

Part VI Other Payments

63	Excess FICA, RRTA, or FICA/RRTA tax withheld (two or more employers—see page 13 of Instructions)	63		
64	Credit for Federal tax on special fuels, nonhighway gasoline and lubricating oil (attach Form 4136)	64		
65	Credit from a Regulated Investment Company (attach Form 2439)	65		
66	Total (add lines 63 through 65). Enter here and on line 23e ▶	66		

☆ U.S. GOVERNMENT PRINTING OFFICE : O-21[illegible] E.I. [illegible]

Tax Table

Based on Taxable Income
For Persons with Taxable Incomes of $20,000 or less

Read down the income columns until you find the line covering the taxable income you entered on line 47. Then read across that line until you find the column heading that describes your status. Enter the tax you find there on line 16.

Note: If you are a qualifying widow(er) use the "Married filing jointly" column to find your tax. (See page 7 of instructions.)

If line 47 (taxable income) is—		And you are—				If line 47 (taxable income) is—		And you are—				If line 47 (taxable income) is—		And you are—			
Over	But not over	Single	Married filing separately	Head of a household	Married filing jointly *	Over	But not over	Single	Married filing separately	Head of a household	Married filing jointly *	Over	But not over	Single	Married filing separately	Head of a household	Married filing jointly *
		Your tax is—						Your tax is—						Your tax is—			
5,350	5,400	979	993	921	881	8,550	8,600	1,734	1,791	1,612	1,507	11,750	11,800	2,569	2,758	2,384	2,211
5,400	5,450	989	1,004	931	891	8,600	8,650	1,746	1,805	1,624	1,518	11,800	11,850	2,583	2,774	2,396	2,222
5,450	5,500	1,000	1,015	940	900	8,650	8,700	1,759	1,819	1,635	1,529	11,850	11,900	2,596	2,790	2,409	2,233
5,500	5,550	1,010	1,026	950	910	8,700	8,750	1,771	1,833	1,647	1,540	11,900	11,950	2,610	2,806	2,421	2,244
5,550	5,600	1,021	1,037	959	919	8,750	8,800	1,784	1,847	1,658	1,551	11,950	12,000	2,623	2,822	2,434	2,255
5,600	5,650	1,031	1,048	969	929	8,800	8,850	1,796	1,861	1,670	1,562	12,000	12,050	2,637	2,839	2,447	2,266
5,650	5,700	1,042	1,059	978	938	8,850	8,900	1,809	1,875	1,681	1,573	12,050	12,100	2,652	2,857	2,460	2,279
5,700	5,750	1,052	1,070	988	948	8,900	8,950	1,821	1,889	1,693	1,584	12,100	12,150	2,666	2,875	2,474	2,291
5,750	5,800	1,063	1,081	997	957	8,950	9,000	1,834	1,903	1,704	1,595	12,150	12,200	2,681	2,893	2,487	2,304
5,800	5,850	1,073	1,092	1,007	967	9,000	9,050	1,846	1,917	1,716	1,606	12,200	12,250	2,695	2,911	2,501	2,316
5,850	5,900	1,084	1,103	1,016	976	9,050	9,100	1,859	1,931	1,727	1,617	12,250	12,300	2,710	2,929	2,514	2,329
5,900	5,950	1,094	1,114	1,026	986	9,100	9,150	1,871	1,945	1,739	1,628	12,300	12,350	2,724	2,947	2,528	2,341
5,950	6,000	1,105	1,125	1,035	995	9,150	9,200	1,884	1,959	1,750	1,639	12,350	12,400	2,739	2,965	2,541	2,354
6,000	6,050	1,116	1,136	1,046	1,005	9,200	9,250	1,896	1,973	1,762	1,650	12,400	12,450	2,753	2,983	2,555	2,366
6,050	6,100	1,128	1,149	1,057	1,014	9,250	9,300	1,909	1,987	1,773	1,661	12,450	12,500	2,768	3,001	2,568	2,379
6,100	6,150	1,140	1,161	1,068	1,024	9,300	9,350	1,921	2,001	1,785	1,672	12,500	12,550	2,782	3,019	2,582	2,391
6,150	6,200	1,152	1,174	1,079	1,033	9,350	9,400	1,934	2,015	1,796	1,683	12,550	12,600	2,797	3,037	2,595	2,404
6,200	6,250	1,164	1,186	1,090	1,043	9,400	9,450	1,946	2,029	1,808	1,694	12,600	12,650	2,811	3,055	2,609	2,416
6,250	6,300	1,176	1,199	1,101	1,052	9,450	9,500	1,959	2,043	1,819	1,705	12,650	12,700	2,826	3,073	2,622	2,429
6,300	6,350	1,188	1,211	1,112	1,062	9,500	9,550	1,971	2,057	1,831	1,716	12,700	12,750	2,840	3,091	2,636	2,441
6,350	6,400	1,200	1,224	1,123	1,071	9,550	9,600	1,984	2,071	1,842	1,727	12,750	12,800	2,855	3,109	2,649	2,454
6,400	6,450	1,212	1,236	1,134	1,081	9,600	9,650	1,996	2,085	1,854	1,738	12,800	12,850	2,869	3,127	2,663	2,466
6,450	6,500	1,224	1,249	1,145	1,090	9,650	9,700	2,009	2,099	1,865	1,749	12,850	12,900	2,884	3,145	2,676	2,479
6,500	6,550	1,236	1,261	1,156	1,100	9,700	9,750	2,021	2,113	1,877	1,760	12,900	12,950	2,898	3,163	2,690	2,491
6,550	6,600	1,248	1,274	1,167	1,109	9,750	9,800	2,034	2,127	1,888	1,771	12,950	13,000	2,913	3,181	2,703	2,504
6,600	6,650	1,260	1,286	1,178	1,119	9,800	9,850	2,046	2,141	1,900	1,782	13,000	13,050	2,927	3,199	2,717	2,516
6,650	6,700	1,272	1,299	1,189	1,128	9,850	9,900	2,059	2,155	1,911	1,793	13,050	13,100	2,942	3,217	2,730	2,529
6,700	6,750	1,284	1,311	1,200	1,138	9,900	9,950	2,071	2,169	1,923	1,804	13,100	13,150	2,956	3,235	2,744	2,541
6,750	6,800	1,296	1,324	1,211	1,147	9,950	10,000	2,084	2,183	1,934	1,815	13,150	13,200	2,971	3,253	2,757	2,554
6,800	6,850	1,308	1,336	1,222	1,157	10,000	10,050	2,097	2,198	1,946	1,826	13,200	13,250	2,985	3,271	2,771	2,566
6,850	6,900	1,320	1,349	1,233	1,166	10,050	10,100	2,110	2,214	1,959	1,837	13,250	13,300	3,000	3,289	2,784	2,579
6,900	6,950	1,332	1,361	1,244	1,176	10,100	10,150	2,124	2,230	1,971	1,848	13,300	13,350	3,014	3,307	2,798	2,591
6,950	7,000	1,344	1,374	1,255	1,185	10,150	10,200	2,137	2,246	1,984	1,859	13,350	13,400	3,029	3,325	2,811	2,604
7,000	7,050	1,356	1,386	1,266	1,195	10,200	10,250	2,151	2,262	1,996	1,870	13,400	13,450	3,043	3,343	2,825	2,616
7,050	7,100	1,368	1,399	1,277	1,204	10,250	10,300	2,164	2,278	2,009	1,881	13,450	13,500	3,058	3,361	2,838	2,629
7,100	7,150	1,380	1,411	1,288	1,214	10,300	10,350	2,178	2,294	2,021	1,892	13,500	13,550	3,072	3,379	2,852	2,641
7,150	7,200	1,392	1,424	1,299	1,223	10,350	10,400	2,191	2,310	2,034	1,903	13,550	13,600	3,087	3,397	2,865	2,654
7,200	7,250	1,404	1,436	1,310	1,233	10,400	10,450	2,205	2,326	2,046	1,914	13,600	13,650	3,101	3,415	2,879	2,666
7,250	7,300	1,416	1,449	1,321	1,242	10,450	10,500	2,218	2,342	2,059	1,925	13,650	13,700	3,116	3,433	2,892	2,679
7,300	7,350	1,428	1,461	1,332	1,252	10,500	10,550	2,232	2,358	2,071	1,936	13,700	13,750	3,130	3,451	2,906	2,691
7,350	7,400	1,440	1,474	1,343	1,261	10,550	10,600	2,245	2,374	2,084	1,947	13,750	13,800	3,145	3,469	2,919	2,704
7,400	7,450	1,452	1,486	1,354	1,271	10,600	10,650	2,259	2,390	2,096	1,958	13,800	13,850	3,159	3,487	2,933	2,716
7,450	7,500	1,464	1,499	1,365	1,280	10,650	10,700	2,272	2,406	2,109	1,969	13,850	13,900	3,174	3,505	2,946	2,729
7,500	7,550	1,476	1,511	1,376	1,290	10,700	10,750	2,286	2,422	2,121	1,980	13,900	13,950	3,188	3,523	2,960	2,741

Appendix 8.3

TAX INFORMATION FOR REFUGEES

The following information, in a question and answer format, was taken from the Department of Treasury Internal Revenue Service Bulletin on Tax Information.

1. What is my tax status as a refugee?

   Answer--As a refugee you were admitted to the United States as a parolee under the Immigration and Nationality Act. For Federal income tax purposes you are considered a resident alien.

2. What is a resident alien?

   Answer--A resident alien is one who intends to establish residence in the United States and, in general, is subject to tax in the same manner as a United States citizen.

3. What taxes am I liable for?

   Answer--The principal Federal taxes for which you may be liable are Federal income and social security taxes. Additionally, you may be liable for a variety of state and local taxes, which may include income taxes, sales and use taxes, and property taxes.

4. What are these taxes used for and how are they collected?

   Answer--Federal income taxes provide operating funds for various programs and services furnished by the Federal Government. The principal way of collecting income tax on individuals is from withholding on wages. Social security taxes are imposed on wages and earnings from self-employment and are used to pay pension benefits upon your retirement. They are also used to pay death and disability benefits to the taxpayer, spouse, or dependent children. These taxes are withheld from wages in a manner similar to the way income taxes are withheld.

5. Are wages the only income subject to Federal income and social security taxes?
   Answer--No, a resident alien, like a citizen of the United States is taxed on income from all sources, including income from sources outside the United States. However, for 1980 social security taxes generally apply to only the first $25,900 of wages or earnings from self-employment.

6. How does withholding of Federal income and social security taxes work?

   Answer--First, you will need a social security number, which also serves as your taxpayer identification number. The Social Security Administration uses this number throughout your working life to keep a record of all your earnings on which you pay social security taxes that count toward old-age and survivors insurance. The Internal Revenue Service uses this number as your taxpayer identification number, and it must appear on every tax return, statement, or other document required to be filed with the Internal Revenue Service. Using your social security number, your employer reports and pays to the Internal

Revenue Service the amounts of income and social security taxes that are required to be withheld from your wages. Your individual social security number insures that you are given proper credit for the social security and income taxes withheld from your wages.

7. Where do I get a social security number?
Answer--Applications for social security numbers (Form SS-5) can be obtained at any Social Security Administration office, Post Office or Internal Revenue Service office. Instructions for completing the application are contained on the form, and it should be filed with the nearest Social Security office. Instructions for completing the application are contained on the form, and it should be filed with the nearest Social Security office. After processing this form, which establishes your social security account number, the Social Security Administration will mail you a card indicating your social security number.

8. What is this card used for?
Answer--This card should be shown to your employer to enable the employer to record your name and number just as they appear on the card. The employer needs this information to report to the Internal Revenue Service the amount of income and social security taxes withheld from your wages. Your employer will use this number when reporting to the government any income or social security taxes withheld from your wages. The use of your social security number insures that you receive proper credit for any income and social security taxes withheld from your wages.

9. In connection with employment, are there any other forms that must be completed for Federal tax purposes?
Answer--When you are first employed, you must complete an employee's Withholding Allowance Certificate, (Form W-4). This form will be furnished by your employer. You must also file Form 1078, Certificate of Alien Claiming Residence in the United States, which can be obtained from any Internal Revenue Service office.

10. What are these forms used for?

    Answer--Since the Federal income tax system operates on a pay-as-you-go basis, an employer must withhold income tax from each employee's pay in each pay period. One factor used in determining the amount of tax to be withheld is the number of withholding allowance claimed by the employee. Every individual is entitled to one allowance, and a taxpayer may claim an additional allowance for a spouse and for each person who qualifies as the taxpayer's dependent. The Form W-4 is used to claim these withholding allowances. The Form W-4 is also used by an individual who expects no tax liability in the previous year to claim exemption from withholding. The Form 1078 shows your employer that you are a resident alien. For purposes of tax withholding, different rates apply to resident and nonresident aliens.

11. What does the employer do with the money withheld for Federal income and social security taxes?
Answer--The employer is required to turn these funds over to the Federal Government. Additionally, the employer is required to send you shortly after the end of the year, a Wage and Tax Statement (Form W-2) that provides a record of the wages you were paid, the amount of Federal income tax withheld, and the amount of social security tax withheld.

12. What do I do with the W-2 form I receive from my employer?
Answer--This form provides you with information you must use to complete your income tax return. You must attach a copy of the W-2 to your tax when it is filed.

13. Under what circumstances am I required to file a Federal income tax return?
Answer--In general you must file a return if:

1) You are a single taxpayer under age 65 and have gross income for the year of $3,300 or more. If you are 65 or older, the requirement is $4,300.*

2) You and your spouse are under 65, are eligible to file a joint return, and have combined gross income for the year of $5,400 or more. If one of you is 65 or older, the requirement is $6,400. If both are 65 or older, the requirement is $7,400.

3) You are a married person and your spouse files a separate return or you are not eligible to file jointly, and you have gross income for the year of $1,000 or more.

4) You received tips from which social security taxes were not withheld, even if your gross income for the year was less than the above amounts.

5) You were in business for yourself and had net earnings for the year from this self-employment of $400 or more.

6) You received unearned income of $1,000 or more and can be claimed as a dependent on another person's tax return.

7) You must also file a return to obtain a refund of any taxes withheld even though you are not required to file a return under 1-6 above.

14. What is a joint return and are there any advantages to filing one?
Answer--A joint return includes all the income, exemptions, and deductions of both husband and wife, and may result in a lower total tax. A joint return may be filed even if one of the spouses had no income or deductions.

15. When and where must I file a Federal income tax return?
Answer--The due date for filing your Federal income tax return is normally April 15 of the year following the calendar year involved. The return is filed in accordance with the instructions contained on the form.

16. What's the purpose of social security taxes?
Answer--Social security taxes go into a special fund administered by the Social Security Administration. These taxes are credited to your account and will provide retirement benefits to you when you reach retirement age, or disability benefits in the event you are disabled and unable to work prior to reaching retirement age. Social security also provides benefits to your spouse and dependent children after your death.

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*These figures are subject to change on a yearly basis.

17. Why does the government require withholding of taxes from wages?
Answer--The Federal income tax system is based on a pay-as-you-go plan. Each pay period, an amount is deducted from your paycheck so that at the end of the year the income tax withheld approximates the total amount of tax you owe. Thus, your tax liability is paid by a number of relatively modest installments rather than one large payment due at the end of the tax year.

18. When I left Vietnam, I was able to salvage some gold and jewelry that I converted into currency after reaching the United States. Will I be taxed on this conversion?
Answer--The conversion will be a taxable exchange if the amount you received when you converted the gold and jewelry into United States currency exceeded your cost or other basis in the gold or jewelry actually converted.

19. When I left Vietnam, I was forced to leave behind my personal residence and some of my jewelry, clothing, and currency, am I entitled to any tax deductions for these losses?
Answer--No.

20. If I deposit funds that I brought from Vietnam in an interest bearing account in a United States bank, will I be taxed on such interest income?
Answer--Yes, interest income is includible in gross income.

21. A widowed parent, under 65 years of age, and eldest child work and support three other children of the family. How many exemptions are the parent and eldest child entitled to and who should claim the exemptions?
Answer--Both the parent and the eldest child are entitled to their own personal exemption on their separately filed return. The one who provides over 50 percent of the support of the three non-working children is entitled to dependency deductions for the children. However, if neither of the working family members individually furnished over half the dependents' total support, but each furnished over 10 percent of such support, they may join with the other person or person furnishing the remainder of the support (and qualifying to claim the dependency exemption, except for furnishing over half the support), in agreeing on which one of them shall claim the exemptions by filing Form 2120, Multiple Support Agreement. Under certain circumstances, one of the family may be entitled to file as "head of household".

22. What is a head of household, and are there are any advantages to filing as such?
Answer--In general, in order to qualify as head of household, a taxpayer must be either a United States citizen or a resident alien for the entire tax year, must be unmarried or legally separated under a decree of divorce or separate maintenance on the last day of the tax year or be married to someone who has a nonresident alien at sometime during the year, and must have furnished over half the cost of maintaining a household for the entire year for at least one relative other than a spouse. Head of household tax rates generally fall between the higher tax rates for single taxpayers and the lower tax rates for married persons filing joint returns.

23. Is support money received from family members living outside the United States taxable to Vietnamese refugees living in the United States?
Answer--No.

24. Is money sent to relatives still living in Vietnam deductible for income tax purposes?
Answer--No.

25. Is money given to another as a gift taxable?
Answer--To the recipient, no. However, the donor may be subject to a gift tax.

26. Can a working parent claim minor children as dependents? The other parent, an alien, did not come to the United States.
Answer--Yes, providing that the working parent furnishes over one-half of the support of the minor children. Additionally, depending on the marital status, the working parent may also be eligible to file as head of household.

27. I am single and go to college. Must I file a tax return?
Answer--You must file an income tax return if your gross income is $3,300 or more. If you are eligible to be claimed as a dependent of another taxpayer and had unearned income of $1,000 or more you must file an income tax return.*

28. Are educational expenses deductible?
Answer--Generally, educational expenses are not deductible. However, if the educational expenses are incurred to meet the express requirements of your employer, or the requirements of law or regulations, for keeping your salary, status, or employment, and if the requirements imposed serve a bona fide business purpose; or such educational expenses maintain or improve skills required in performing the duties of your present employment of other trade or business, they are deductible.

29. Is there a tax on United States currency brought from Vietnam?
Answer--No.

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*These figures are subject to change on a yearly basis.

REAGAN'S FY 83 BUDGET FOR EMPLOYMENT TRAINING

President Reagan's FY 83 budget proposal for employment and training aims to simplify federal programs and send much of the program responsibility to the state level. The administration's $2.4 billion draft proposal almost cuts in half the current budget for employment and training programs. A key Reagan recommendation would authorize $1.8 billion of the $2.4 billion to fund a block grant to states to train adults in AFDC families and out-of-school low-income youth aged 18-25. This block grant, which would last from FY 83 through FY 87, would replace the Comprehensive Employment and Training Act (CETA), thereby eliminating a system of 475 state and local government prime sponsors. (Authorization for CETA expires September 30, 1982.) The governor would play a major role in the planning, administration and distribution of funds within the state for employment and training activities. The plan encourages states to coordinate employment and training activities with private sector employers as well as with vocation and adult education programs and employment services already under state auspices.

Block grant funds could be used for on-the-job, private sector, and military training. The formula for distributing the funds to the states would be based on the number of AFDC recipients and low-income youth aged 18-25. Beginning in FY 85, 25% of the funds would be distributed to states according to their performance, giving them an incentive to place program participants in non-subsidized training and to reduce AFDC grants.

Another $200 million of the new $2.4 billion employment and training budget would fund a nationally administered program targeted toward those groups facing disadvantages in the labor market, including Indians, native Americans, migrant and seasonal workers, and older and dislocated workers. The program would represent a 15% reduction from current spending, and would replace a number of existing categorical programs. The Community Service Employment for Older Americans program (Title V, Older Americans Act) is among the programs to be taxed. This employment program for older workers is now funded at $67 million, a 75% reduction from the FY 81 level. The administration proposes that the same populations be served under the new national program as are currently served. But particularly without specific legislative language, there is no guarantee that the level of effort now afforded each group would be maintained.

To round out the administrations' $2.4 billion plan for employment and training, the President proposes to continue the nine-year old Job Corp program funded at $387 million, a 33% reduction from this year. The Job Corp provides basic education and vocation skills for economically disadvantaged youth. Federally operated Job Corp centers would be closed, reducing training slots by almost 10%. Centers run by the state, local and private sectors would continue to operate.

There are currently three other major employment and training proposals pending in Congress--"Training for Jobs Act" (S. 2036) sponsored by senators Quayle (R-Ind.) and Kennedy (D-Mass.); "Community Partnership for employment and Training (H.R. 5320) sponsored by Rep. Hawkins (D-Calif.); "Productivity and Human Investment Act (H.R. 5461) sponsored by Rep. Jeffords (R-Vt.). Joint hearings on employment and training issues will begin in Congress March 15.

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Consumerism & Finance

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Introduction

America is often characterized as a "consumer-oriented" society. Indeed, Americans are bombarded each day by radio, television, newspaper and billboard advertisements imploring them to buy certain products or certain brand names. There is almost no limit to the kinds of merchandise available to the American consumer, whether it might be described as a basic necessity (e.g. clothing) or something a bit more extravagant (like scented toothpicks). Perhaps because of this abundance of consumer goods many individuals in America depend less on their own ability to produce what they need, choosing instead to buy whatever is necessary. Many Indochinese refugees might be surprised to learn, for example, that in the U.S. most individuals do not cultivate any of the food they eat, but rely instead on food markets or restaurants to meet this basic need.

A highly consumer-oriented society may seem more familiar to refugees coming from urban areas than to those who come from rural areas and who have been mostly self-sufficient in meeting their daily needs. Regardless from where they come, however, it is necessary for each of these people to understand where and how to purchase those things needed for daily living once they arrive in the U.S. The following information addresses the rather unique practices and procedures which are a part of the American system of buying and selling, the role of the consumer, and various aspects of sound financial practice.

Preparing to go Shopping

Knowing how much one has to spend is perhaps the first step in preparing to go shopping. This will be covered in some detail in the finance section of this booklet, but there are several other things that may be worth considering:

How Often? How frequently one chooses to go shopping is one consideration. This is particularly true of shopping for food. Many refugees have come from rural or urban areas with well-developed market systems. It was convenient for them to purchase rice, vegetables, meats, fruits and other foods on a daily basis. In many cases, the lack of adequate storage appliances, such as refrigerators, left little choice but to shop daily as warm climates can quickly spoil some foods. This same set of circumstances does not necessarily exist in the U.S.

Nearly all homes have refrigerators, and many have freezers, allowing foods to be stored for longer periods of time. The American food industry cans a wide variety of foods and uses preservatives to extend the time period during which the food remains edible. Such canning and packaging techniques allow the consumer to purchase certain products in great quantity when they are priced low, and then store them for future use when prices for the same products may be higher. Given these circumstances, it is not always in the best interests of the consumer to shop daily. Fewer trips to the market may also result in significant transportation cost savings for those who must travel long distances to the nearest markets.

Lists, Sales & Coupons. There is a phenomenon in America known as "impulse buying" which describes the sudden urge to purchase an item that one might hear about or see. Impulse buying need not be a concern if it is already accounted for in one's budget. Unfortunately, this is rarely the case. One way to counter impulse buying and to be a better prepared consumer is to make a shopping list before going to the market or store. Shopping lists allow the consumer to plan ahead, taking into account both their needs as well as their resources.

If the consumer has a good idea of what he or she needs to purchase, then it is also possible to investigate where he or she might get the best buy. It is often to the consumer's advantage, for example, to check newspapers, billboards and store-front signs to determine which items on the list might be purchased at cheaper prices at what particular store. Sales, in which several items might be priced lower than usual, are often well advertised in advance. Many stores will always have some items on sale, though what items are chosen for sale and the length of the sale varies.

Sales are often used by store managers to attract customers into their stores. While there may be little profit made on the items which are on sale, most managers figure that customers will also purchase other non-sale items while in their stores. As a consumer it may be worth considering which items to purchase at any given store, and be aware that other items may be purchased more cheaply at other locations.

Sometimes consumers are able to get coupons which allow them to buy certain designated items at a discounted price. Some sample coupons have been included here as Appendix 1. They can normally be found in newspapers, on the packaging of previously purchased items, or they may come unsolicited through the mail. Coupons must be redeemed, that is, turned over to the cashier or coupon counter of the store at the time the item is purchased.

See Appendix 1 and 1.1 SAMPLE COUPONS and IMPORTANT ELEMENTS OF A COUPON, pgs. 168-169

Where? Another important consideration in preparing to go shopping is where to go in order to get the particular item which is desired. Stores vary greatly in the kinds of goods and services they sell. Some stores may have a vast array of items ranging from food to clothes to hardware goods. Others may be highly specialized, selling only a certain line of merchandise such as hats and purses or recorded cassette tapes.

Two different stores may sell the same or similar items, but there may be tremendous differences in prices. This may surprise some refugees who have been consumers in market systems which have more standardized or regulated pricing. Part of their getting to know their community will be to find out which stores offer the kinds of goods they want at the prices they can afford.

Places to Shop

Malls & Markets. Newcomers to the U.S. may be overwhelmed by the variety of stores and markets that await them. The sorts of goods and services offered by each varies greatly, so that to speak even in general terms is difficult. For example, some supermarkets sell only food products, while others have expanded their stocks to include electrical and household goods. Shopping centers or malls bring together a wide variety of merchants who may share a common roof but operate independently out of enclosed areas or booths. Each new arrival will have to explore their own communities to determine what goods and services can be best purchased at any particular store.

The following chart is meant to be a general guide to where certain goods can be found. Common types of stores are found along the top of the chart, while some typical consumer goods have been listed along the side. If the type of store generally stocks a particular item, a "G" is marked in the appropriate column. An "M" means that the particular item may be available.

	auto supply stores	department stores	discount or thrift stores	drug stores	garage/rummage sales	(smaller) grocery stores	hardware stores	pharmacies	produce or farmers markets	second-hand stores	supermarkets	
auto supplies	G	G	G		M		M				M	
bedding/towels		G	G		M						M	
books & magazines		G	G	G	M	G				G	G	
clothing		G	G		M					G	M	
cosmetics		G	G	G		M					G	
diapers		G	G	G		G					G	
dishware/pot & pans		G	G		M		M			G	G	
drugs (non-prescription)		G	G	G		G		G			G	

G = Generally available M = May be available

	auto supply stores	department stores	discount or thrift stores	drug stores	garage/rummage sales	(smaller) grocery stores	hardware stores	pharmacies	produce or farmers markets	second-hand stores	supermarkets
drugs (prescription)		M	M	G				G			
electrical appliances (rice cookers, blenders)		G	G		M	M	G			M	M
food						G			G		G
furniture		G	G		M					G	
health supplies		G	G	G				M			G
housewares (brooms, lightbulbs, etc.)		G	G		M	M	G			M	G
infant supplies (general)		G	G	M	M						M
school supplies		G	G	G							G
shoes		G	G		M					M	M
televisions/ stereos		G	G		M					M	
tools	G	G	G		M		G			M	M

G = Generally available M = May be available

Shopping by Telephone. It is not always necessary to leave home in order to go shopping. Many goods and services can be ordered by telephone and delivered to the home. Perhaps the most well-known source for shopping by telephone is the "Yellow Pages". The Yellow Pages are a goods and services supplement of local telephone directories that provide a categorized and alphabetical listing of consumer items. The Yellow Pages gets its name from the yellow paper on which it is normally printed.

Here is how the Yellow Pages might be used. Suppose that a person's television is not operating correctly and is obviously in need of repair. This person would first look in the Yellow Pages under the general category of "Television" (See Appendix 2). Under this category there are several sections including Television Cable & Catv, Television Films--Producers & Distr, and Television & Radio--Dealers None of these is exactly what the person with a broken television set is looking for. But not much further the reader comes across a section entitled "Television & Radio--Service & Repair. "What follows is an alphabetical listing of the various shops that would provide television repair service. The person

See Appendix 2, USING THE YELLOW PAGES, p. 170 might then call one of these shops to determine if they have home repair service and how repair charges are determined.

If both parties are agreeable, a serviceman would be sent to the home to check and repair the television set.

Such services can be expensive. Having someone go to a home is much more time-consuming than having them do the work at a fully-equipped office or shop. This extra cost is passed on to the consumer. People who order goods or services by telephone need to be sure that they fully understand how all costs will be determined.

Sometimes various businesses or offices will call a home residence to offer a particular product or service. Some of these callers may be deceptive in their practices. A general rule for people unfamiliar with such business practices might be to refuse any such goods or services unless they seek the help of a friend or neighbor they know and trust to fully explain the obligations of the proposed business transaction.

Shopping from the Newspaper. Newspapers are another primary source of information for the wise consumer. There are three places in the newspaper that provide useful information regarding the selling of merchandise or services.

The first of these is the regular advertisements (ads) which appear among the text of the newspaper. Some examples of such ads appear in Appendix 3. Usually these ads will list goods or services along with their current prices. If there is a sale on any particular item, it is usually highlighted.

Various kinds of advertisements can be found in Appendices 3, 4 and 5, pgs. 172-174

The second area to look for newspaper ads is among the special supplements that are distributed with the newspaper. These supplements are usually printed to announce larger store-wide sales covering several items. One such supplement appears in Appendix 4.

Finally, the classified ads offer a wide range of new and used merchandise and services. It is usually a separate section found at the back of the newspaper. Regular advertisements which appear within the text and advertising supplements are normally paid for by larger business concerns, but this is not usually so for the classified ads. Most classified ads are placed by individuals who have a particular service or item they are seeking or wish to sell, rent, trade, etc. The classified section is typically divided into category headings which might include such things as HOUSES FOR SALE, APARTMENTS FOR RENT, USED CARS, HELP WANTED, BICYCLES FOR SALE, LIVESTOCK FOR SALE, or ELECTRICAL APPLIANCES FOR SALE. Some examples of classified ads can be found in APPENDIX 5.

Shopping from the newspaper offers one distinct advantage. A person is able to compare prices on similar items to determine where it may be most economical to shop. Newspaper ads may also contain coupons which allow even greater savings. One such coupon can be found in the middle of the page of Appendix 3. As mentioned earlier, merchants use sale advertisments to draw customers to their stores. Items that are listed on sale may be "sold out" before some customers arrive. If this is the case, it is sometimes possible to ask for a "rain check." A rain check is nothing more than a slip of paper stating what item was on sale and the sale price, which will allow the customer to buy the item at that price when the store receives additional stock.

Shopping by Mail. Perhaps the most common form of shopping by mail is the mail-order catalog. Catalogs are listings of various consumer items. They may be only a few pages long and of a very specialized nature, such as a catalog of flower seeds, or they may be several hundred pages long and contain almost every sort of consumer product imaginable. Perhaps the most well-known catalog of this latter variety is the Sears, Roebuck and Co. catalog.

For each listed item there is usually a picture along with all the relevant information--sizes, colors, materials, packaging information, and so on--that needs to be known for ordering purposes. There is also a catalog number that is important in identifying each item when it is ordered.

To order an item from a catalog it is usually necessary to fill out an order form. These forms are usually enclosed or attached to the catalogs. A typical form might look like this:

CATALOG NUMBER	QUANTITY	NAME OF ITEM	UNIT PRICE	TOTAL PRICE

<table>
<tr><td rowspan="3">SHIPPING AND INSURANCE CHART
IF YOUR ORDER IS:
Up to $ 5 - Add $1.15
$ 5.01 to $11 - Add $1.65
$11.01 to $15 - Add $2.05
$15 to $20 - Add $2.45
Order over $20 - Add $3</td><td>TOTAL COST OF MERCHANDISE</td><td></td></tr>
<tr><td>SHIPPING AND INSURANCE CHARGES</td><td></td></tr>
<tr><td>TOTAL AMOUNT ENCLOSED</td><td></td></tr>
</table>

In addition to writing in the information about each item, it is usually also necessary to figure shipping and insurance charges based on the total cost of the ordered merchandise. The cost of shipping and insurance added to the total cost of the merchandise equals the total amount that must be sent with the order form. Money should be sent in the form of a personal check or a money order which can be purchased at a post office. Occasionally, catalog businesses will allow buyers to order their goods, but delay payment until the items are actually delivered. This form of payment is known as C.O.D. (cash on delivery).

Another way to shop by mail is to become a member of a mail-order club. These clubs usually sell books or records and music tapes. When an individual joins these clubs, he or she is usually obligated to purchase a set number of items over a six-month or a one-year period.

The mail system is often used by businesses to distribute free gift items as one method of attracting new customers. The mails are also used to solicit customers through a seemingly endless stream of mail-order advertisements and brochures. These sorts of unsolicited materials can be discarded if the recipient so chooses. If, however, the recipient chooses to order from such advertisements, his or her signature on the order form becomes a legal agreement to purchase the ordered items.

Shopping for Food

A visit to a local food store may be the first encounter newly arriving refugees will have with American stores. What might they expect to see?

Food Store Layouts. Most larger food stores share a common layout that is easily recognized. Foods are typically arranged in certain groupings, e.g. produce section (vegetables and fruits), meat department, dairy products (milk, cheeses, etc.), canned goods, household products, and so on. More often than not, these various sections have large identifying signs that help people to locate what they are looking for.

Almost all stores provide shopping carts or baskets which consumers can push or carry around the store and into which they can place items they wish to purchase. Located near the doors will be the check-out counters through which consumers must pass in order for the clerks to determine and collect the total amount of money which must be paid for the items the consumer wishes to purchase.

Food Groups & Junk Foods. The typical Asian diet probably includes much more vegetables and fish than the American diet. It also contains much less "junk food," that is, foods which have little nutritional value. Common junk foods would include such things as soda pop, candy, and various snacks, like potato chips or pretzels. For some refugees there may have been little opportunity to purchase items which might be classified as junk food prior to their arrival in the U.S. This will certainly not be the case once they arrive. Consuming junk foods poses one potential problem: the more junk food an individual eats, the less likely he or she is to eat the proper amount of nutritional foods.

Many nutritionists believe that most foods fall into one of four major categories, and that if a person eats enough foods from each of these groups everyday, he or she will have a healthy body. These four groups and common food items within each of them include:

FRUITS & VEGETABLES: lettuce, cabbage, beans, peas, corn, potatoes, tomatoes, oranges, apples, bananas, pears, grapes, watermelon, mangoes, etc.

MEATS: beef, pork, mutton, fish, chicken, and eggs.

DAIRY PRODUCTS: milk, yogurt, butter, cheeses, and ice cream

BREADS, GRAINS, & CEREALS: white bread, whole wheat bread, breakfast cereals, rice, and noodles

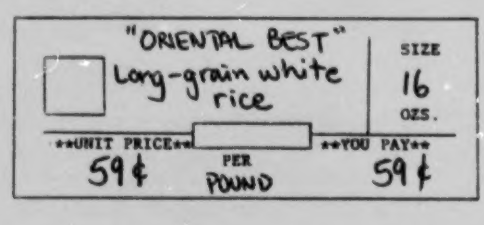
It is likely that new arrivals will continue to cook those foods with which they are already familiar. It is when such foods are not available and they must choose among unfamiliar foods, that the potential for a less-healthy diet exists.

Packages & Labels. When it comes to selecting foods, the variety and choices can be astounding. If, for example, a person walks into a supermarket to buy some green beans, his choices include whether he would like his beans fresh, frozen or in a can. For each of these choices there will also most likely be a variety of brands from which to select.

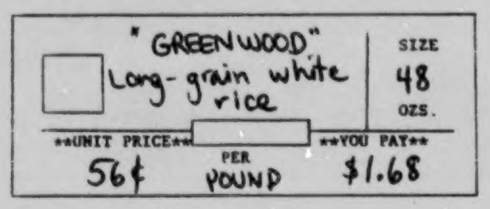
Brand names are located on the packaging labels along with information about the content ingredients, content weight or number of the contents. If the consumer knows this information as well as the price, he or she is able to determine the cost of the item for some standard measuring unit such as grams, ounces or pounds. If there are several different brands, this process of determining "unit cost" will allow the consumer to choose the brand name that offers the same amount of a given product for the least cost. Larger supermarkets provide the unit cost of individual items as a service to their customers. In fact, in some states unit pricing is required by law.

HOW UNIT PRICING WORKS

A shopper notices that there are two brands of long-grain white rice for sale at a particular supermarket. Both brands package their rice in one-pound bags. One costs 59¢ and the other 53¢. In this case it is easy to see which brand is less expensive. But suppose that one brand packages their rice in one-pound bags at 59¢ per bag, but the other brand uses a 3-pound bag which is sold for $1.68. Which brand is a better buy? The shopper can usually get this information from the unit pricing labels for each product. These labels are normally attached to the shelving near the product, and for the two brands of rice might look like this:



"ORIENTAL BEST"
Long-grain white rice
SIZE 16 OZS.
UNIT PRICE **YOU PAY**
59¢ PER POUND 59¢



"GREENWOOD"
Long-grain white rice
SIZE 48 OZS.
UNIT PRICE **YOU PAY**
56¢ PER POUND $1.68

The unit pricing figures show that Oriental Best rice costs 59¢ per pound compared to 56¢ per pound for Greenwood rice. The shopper would be wise to choose the Greenwood brand if he or she were interested in saving some money.

Of course, consumers might want to consider other factors rather than cost alone in determining which product to buy. Sometimes there are significant differences in the taste of various brands of the same product. Sometimes the amount of storage space at home dictates the size or quantity of an item to be purchased. Buying certain items in bulk quantities preferred usually, but not always, saves money. But once again, storage space at home may be a deciding factor.

One other important bit of information that is found on many food items is the expiration date. Food items which are purchased after their expiration date cannot be guaranteed for freshness or against spoilage. Checking the expiration date is especially important for food items that spoil quickly like milk and unprocessed cheeses.

Choosing Meats. Meat has already been defined to include beef, pork, mutton and fowl. Perhaps the most commonly eaten meat in the U.S. is beef. It is also usually the most expensive. Care in the selection of particular beef cuts can save the consumer much money. Beef and other meats have greatly varying prices depending upon from which part of the animal the meat has been taken. The choicest cuts, such as beef tenderloin, may cost twice as much as beef round cut, yet the round might be preferred for some Southeast Asian dishes.

Such meats as liver, heart and kidney are often sold at relatively lower prices compared with other meats. One reason is that they are not commonly found in the typical U.S. diet. On the other hand, these kinds of meat are high in protein, vitamins and iron and, hence, have high nutritional value.

In selecting meats it is equally important to consider waste. Some meats are packaged along with bone and fat for which consumer must also pay. Finally, since beef is usually the costliest of meats, it makes sense that other kinds of meat such as chicken or fish can be substituted for beef in preparing meals. This sort of variety is perhaps already an integral part of the typical Southeast Asian diet.

Shopping for Clothing

After food, clothing may be the next most needed item for refugees once they arrive in the U.S. Should they arrive in winter, expanding their wardrobe to include cold weather clothing may be one of the first things they will want to do. Where should they go, and what should they be looking for?

Clothes for All Occasions. One way of determining what clothes are needed is to consider what functions they will serve. Individuals may need clothes for work, for play, for cold or rainy weather, for school, or for dressing up. For each of these functions there is still a wide variety of dress depending on, for example, the kind of work one does. Work clothes for an office clerk would probably not be the same as for a lumberyard worker. Just as Southeast Asians are already aware of what clothing is appropriate for what occasions in their native cultures, they may want to be more aware of what clothing is considered appropriate in the U.S. One consumer tip might be for individuals to spend some time surveying what is considered appropriate and then determining what is best for them.

Dressing Warmly. The climate found in most areas of the U.S. requires people to be prepared for cold winters, hot summers and frequent changes in the weather. It may be calm and sunny one day and windy and rainy the next. In winter, to prevent colds, frostbite, and the danger of hypothermia, it is important to know how to dress for the cold.

The main point to remember is that the body loses heat most readily from the head, hands and feet. Gloves, thick socks and sturdy shoes or boots, and a hat which covers the ears are essential items of clothing for cold weather.

When buying winter clothing it is important to know that several layers are warmer and often more practical than one thick layer. They make it easier to regulate one's body heat especially when it is necessary to enter and leave heated buildings frequently.

Places to Go. There are a variety of places to purchase clothing. Large department stores are generally priced lower than the smaller clothing boutiques, but not always. Some clothing items such as underwear, socks and nylons can even be found in drug stores or supermarkets. In America, it is also quite acceptable to purchase used clothing items which can be found at thrift stores, Goodwill or Salvation Army outlets, garage or rummage sales.

Individuals who are able to make their own clothing will find that there are a number of clothing material stores to provide them with all the cloth and sewing supplies that they need. Making your own clothing is a money-saving venture and is certainly worth doing. Most larger communities that have schools which offer evening classes to the general public usually include sewing as one class. Instruction is often offered at little cost to the participants.

Other Considerations. Once a person has determined what he or she needs and where to get it, there will be other things to consider:

SIZE: Clothing sizes are somewhat standardized in the U.S. Shirts, blouses, sweaters and coats may

See Appendix 6, COMMON SIZE RANGES OF AMERICAN CLOTHING. p. 175

be marked as S (small), M (medium), L (large), or XL (extra large). Sometimes they are marked with numbers, e.g. 36, 38, 40. The CO training staff in Hong Kong has put together a short informational handout on "Size Ranges." It is included with this monograph as Appendix 6.

Size does not always tell the whole story. Two items marked as the same size but coming from different manufacturers, many not actually be of equal dimensions. The cuts and styles also make for different fits. Most clothing stores have a dressing room in which clothing may be tried on. Sometimes there are rules about how many clothing items may be taken into the dressing room, or whether or not handbags or packages can be taken into the room. Nevertheless, dressing rooms give the consumer the opportunity to see if the clothing items are of the right size for them.

FABRIC: The kind of fabric used in clothing items is important to note. Items which are 100% cotton, for example, may shrink during the first two or three washes. On the other hand, some cotton items are already "pre-shrunk," so that any additional shrinkage is negligible. Clothing made of wool usually must be dry-cleaned, which is an extra expense to the buyer. Information regarding the kind of fabric used for making the item, special washing or drying instructions, and if it is pre-shrunk, is usually found on a label sewn into a seam of the garment.

WORKMANSHIP: The condition of workmanship of the garment is another consideration. Each clothing item should be checked for flaws in the fabric or in the construction. Sometimes garments are sewn together with almost no extra material at the seam. If the seam rips it is very difficult to make repairs. Double-stitching in seams that must bear a lot of stress may be another factor in deciding which garment to buy.

PRICE: Prices for clothing items vary greatly and one of the major determiners is where it is purchased. Items which may be nearly identical in terms of quality and workmanship may have widely different prices because one is sold at a reputable boutique while the other is sold at a large department store.

or ordered from a catalog. Garments which carry well-known brand labels may also be more expensive than other brands. The consumer pays for the name--but that does not necessarily mean a difference in quality.

Paying for Merchandise

If the selecting the correct merchandise is the first step, paying for it is the next. Bargaining is not common. Exceptions to this are expensive items such as automobiles and houses. Bargaining may also be acceptable at garage or rummage sales. Payment can be made in many forms. The most common include:

Cash. The most traditional and perhaps easiest form of payment is by cash. The only concern most people have about using cash is that to carry large amounts may not be safe. For this reason and for convenience, many people prefer to use checks.

Checks. Making out a check for the amount of a purchase can certainly make shopping more convenient. There is no concern over determining change. Also, when the check is eventually returned, it serves as a record for an individual's purchases. Checks are accepted at most stores, but the individual is almost always required to produce some identification. Checks are also safer than cash for sending money through the mail.

Credit Cards. A popular form of payment in America is the use of credit cards. These cards may be issued by a particular store or chain of stores, in which case they cannot be used elsewhere. Other credit cards such as Visa or Master Charge are accepted around the world and can be used for a wide variety of purposes. Credit cards allow the individual to buy now, but pay later, usually on a monthly basis. Most of them have a limit as to how much can be charged. There is always a need to use credit cards cautiously. Buying on credit is easy. Making payments is much harder. Many people find themselves in the position of having to pay back much more than they can afford. The consequences can be severe: purchased items may be repossessed, fines or penalties imposed, and the individual's credit rating will suffer. More information on using credit can be found in the finance section of this monograph. See "Using Credit", p. 164.

Money Orders. Sometimes the consumer finds it convenient to pay for merchandise by money order. Money orders may be purchased at such places as banks or post offices. There is a fee which usually varies depending on how much the money order is for. They are especially convenient for consumers who may not have a checking account, yet wish to send money safely through the mails. Money orders also allow the consumer to carry larger sums of money in a relatively safe manner. Money orders, however, must be purchased for a set amount, so that a consumer does not have the flexibility to change the amount as he or she would if they were using personal checks.

Food Stamps. Low-income families who are eligible for the U.S.-government funded Food Stamp program receive monthly supplemental money in the form of stamps which may be used for the purchase of food items. The purchase of non-food items such as liquor or cigarettes is not allowed. In stores which accept food stamps, they are used in much the same way as cash.

Sales Tax & Sales Receipts. In addition to the total cost of the selected items, consumers in some states pay an additional sales tax. Not all states have sales taxes, and those that do vary as to how much and on which items tax is charged. A sales tax range of two to six percent is common.

See Appendix 7, A SALES RECEIPT, p. 178

At the time payment is made the consumer should receive a sales receipt. Receipts may be handwritten or automatically typed from cash registers which record each item purchased. An example of a sales receipt that lists each item of purchase along with its price is included as Appendix 7. The bottom of the "sales slip" shows the total amount of the purchase plus tax, credit given to the customer for redeeming a coupon, the amount paid by the customer, and the amount of change returned to the customer. Listed below these figures are the separate subtotals for item cost and sales tax.

Retaining sales slips or receipts is an important consumer practice. These are proofs of purchase and are usually required in the event that the consumer may want to exchange or return merchandise.

Consumer Protection

Because the U.S. is a highly consumer-oriented society, it is not surprising to find that a relatively sophisticated system of buyer and seller safeguards has emerged. What follows are some of the more important or common aspects of consumer protection.

While Shopping at Stores. Most stores have extensive security precautions against shoplifting. Larger department stores, for example, may have camera monitors or there may be plainclothes security guards circulating among customers. Shoplifting is a serious offence in the U.S. In some cases it may lead to imprisonment. Shoplifting is not always done intentionally. It is not uncommon for customers to absent-mindedly place items in their pockets or bag while walking in a store. Such action, however, may lead to the customer being apprehended by security guards or even turned over to local law enforcement officials.

Consumers can help protect themselves against possible misunderstandings in several ways:

utilize handbaskets and shopping carts whenever they are available.

avoid carrying several bags from store to store, if possible, or leave them at check-in counters, if they are available.

do not open packaged items in the store unless permission has been obtained to do so.

in some stores, particularly department stores, pay for the item you select at the cash register located in that particular department.

What happens if the customer has selected a number of items but then discovers that he or she does not have enough money to pay for them? This happens occasionally and is quickly remedied by leaving behind those items that are least necessary. As mentioned earlier, shopping lists will help prevent this sort of problem which at times may prove annoying to store personnel.

Door-to-Door Sales. Salesmen who solicit business by going from door-to-door must be treated warily. Sometimes these salesmen use "high-pressure" techniques, that is, they will make every effort to have the customer buy their product right away. Perhaps they will say that the customer is eligible for special discounts if they purchase now, or that they will not get a second opportunity to purchase if they do not agree to buy the product or service right away. The best insurance against such tactics is to demand time to consider the sale. In some areas this time factor is supported by state and federal laws. California, for example, has what is known as a "three-day cooling off period." For three days following the signing of a contract for goods or services (not including Sundays or holidays), the consumer has the right to cancel. This law refers only to contracts in excess of US $25 and which have been made outside the normal business office of the seller. The seller must inform the buyer of these rights and explain how cancellation can be made. If the seller does not, the contract can be cancelled at any time.

Warranties. Warranties or guarantees protect the consumer from defective products. There are two types of warranties--"express" or "implied." An express warranty is in writing and sets forth the responsibilities and duties of the buyer and seller in the event that the product is or becomes defective. An express warranty may explain whether the product will be replaced, repaired, or if a refund will be made. It also establishes a time limit beyond which the buyer is totally responsible for the product. Some express warranties require that the new owner mail an "owner's card" to the company before the warranty is valid.

Implied warranties, though not in writing, guarantee that new goods cannot be defective. The manufacturer must be responsible for the goods it produces, so that they function as they are supposed to function. Implied warranties are generally valid for one year from the date of purchase. It is not valid if the consumer uses the product in a way that causes it to be defective. Another exception to implied warranties occurs when consumers purchase goods "as is" or "with all faults." Such items can often be purchased at lower than usual prices, but the consumer is reponsible for all repairs or servicing.

Complaints. If a consumer is not satisfied with the product or service that is purchased, or even with the manner in which the sale is made, his or her first course of action may be to complain directly to the salesman, store manager, or product manufacturer. Most large retail businesses have personnel whose job it is to handle such customer complaints. A sincere effort is generally made to arrive at a satisfactory solution to these sorts of complaints.

However, if the customer still feels that the problem has not been satisfactorily resolved by the manufacturer or store management, then other options are possible. The customer may choose to call the local Better Business Bureau or some other consumer protection agency. These organizations may intercede on the consumer's behalf, or provide advice or other assistance to the consumer. Sometimes the consumer may choose to take the manufacturer or store management to Small Claims Court. Sponsors, local Volag offices or other friends may be able to provide some initial guidance as to what course of action is most appropriate. What is important for the consumer to remember is that there are several options available to him or her in the event that business transactions are not satisfactorily made or carried out.

Returning Merchandise. It is sometimes necessary to return merchandise for any number of reasons: the item is defective or spoiled, it is the wrong kind or size, or the consumer may want to exchange it for something else. The single most important thing to remember in returning merchandise is to take along the sales receipt. Most stores may not take your word for it that the item was purchased from their stock.

Some problems may be anticipated before an item is purchased and can be resolved beforehand. For example, if a customer was interested in purchasing some clothing as a gift for another individual, it would be advisable for the buyer to check with the salesman to see if the item could be refunded or exchanged in the event that it was not the right size for the individual it was being purchased for.

Repairs & Service. From time to time appliances will break down and it will be necessary to have repairs made. Where should one go? Perhaps the first thing to do is to check with friends who may know of a reputable shop that they have dealt with themselves. The local Better Business Bureau is another source to check to see if any particular shop has ever received complaints from previous customers.

Once a shop has been selected the customer might want to have an estimate made on how much the repair job is likely to cost. Most shops provide this estimate free of charge provided that the repairs are then made there. Getting an estimate protects the customer from unexpected repair costs which can be rather high by Southeast Asian standards.

Finally, the customer should ask whether or not the repair work is covered by a warranty. Most reputable shops provide this guarantee, though the warranty period may be for only 30-90 days.

PART TWO: FINANCE

Budgets

A budget is an itemized summary of probably expenditures and income over a given period of time. Budgets are useful because they provide one way by which individuals can plan their expenses so that there are sufficient funds available for meeting everyday needs. Some refugees are undoubtedly familiar with budgets and have used them in maintaining household or business expenses. Others, however, will find the entire notion of budgets difficult to understand. They may have come from areas where planning was done on a daily basis. For such the idea of being able to plan expenses a week or a month in advance may seem like an unimaginable luxury.

In the United States, however, budgeting is likely to be a necessity. Most employed people can rely on a set income over a given period of time. Likewise, there will be certain set expenditures incurred by most individuals or households. Knowing how much money is available to spend as well as what must be paid for, is the basis of budgeting.

Common Budget Items. Typical items normally included on budgets could be divided into two general categories: those which are "fixed," a somewhat set amount which must be paid on a regular basis; and secondly, those which are "variable". Examples of fixed-budget items might include:

rent
food
transportation (car, bus, subway, etc.)
insurance (medical, life, car)
utilities (electricity, gas, water)
telephone

Variable budget items might include such things as:

medical/dental costs
clothing
laundry
furniture
savings account
entertainment (dining, movies, etc.)
vacations/recreation
others (personal care, gifts, postage stamps, etc.)

Once budget items have been identified, it is necessary to estimate costs for each item for a set period of time. This is typically a one-month period. It is also necessary to estimate total income for the same period.

A Simple Budget. Suppose that Chhoey Huoeng worked in a canning factory and was receiving $375 net pay semi-monthly. (Net pay is gross pay minus deductions.) That would mean that Mr. Chhoey was taking home approximately $750 per month ($375x2). During that same month he expects to pay $225 for rent, $150 for food, $30 for bus fare, $40 for utilities, and $15 for telephone service. A simple budget covering these "fixed" expenses might look like this:

item	expenses
rent	$225.00
food	150.00
bus fare	30.00
utilities	40.00
telephone	15.00

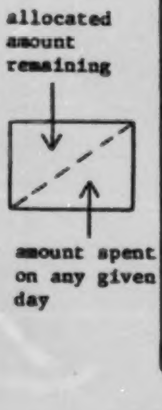
So far the total for fixed expenses is $460. Subtracted from $750, that leaves Mr. Chhoey with $290. But in addition to these fixed expenses, Mr. Chhoey anticipates other expenses for medical/dental costs, clothing, laundry, entertainment and for putting some money into his savings account. These are not fixed expenses, so he must estimate how much each item will cost him during the month. His estimates are as follows: $75 for medical/dental, $40 for clothing, $10 for laundry, $45 for entertainment, and $50 for his savings account. His budget now looks like this.

item	expenses
rent	$225.00
food	150.00
bus fare	30.00
utilities	40.00
telephone	15.00
medical/dental	75.00
clothing	40.00
laundry	10.00
entertainment	45.00
savings account	50.00
TOTAL EXPENSES	$680.00

Mr. Chhoey estimates total expenses for the month to be $680. His income minus this amount leaves $70 ($750-680 = $70). He knows that there may be emergencies or unforeseen expenses that could occur, so he will put the $70 aside or in his savings account to be used as needed.

Of course, budgets are not always so simple, but the preceding illustration provides one example. The important point is that Mr. Chhoey has planned his expenses so they do not exceed his income. In addition, he recognizes that unforeseen expenses might occur, e.g. emergency medical treatment, and has set some money aside to help pay for them. The amount of money allocated for each item will vary with the area in which a person lives, family size, their personal tastes, the changing costs of living, and their given income.

A More Complex Budget. Sometimes it is necessary or beneficial to have a more rigorous budgeting process, especially for those who are using budgets for the first time. A daily record of expenses allows an individual to get a clearer picture of what he or she is spending money on, and at what rate. If necessary, changes can be made concerning how much money to allocate to certain budget items. The budget format that follows can be used to record daily expenses for any particular budget item, and how much of the total allocated monthly amount remains:



	Date					
Item (monthly amount)	1	2	3	4	5	6
Rent ($225)	225 0	225 225	0 0	0 0	0 0	0
Food ($150)	150 30	120 0	120 0	120 15	105 0	105
Busfare ($30)	30 1.50	28.50 1.50	27.50 1.50	26.00 0	26.00 0	26.00
Utilities ($40)	40 0	40 0	40 0	40 0	40 15	25
Telephone ($15)	15 0	15 0	15 0	15 0	15 0	15

Wants & Needs. The above budgets provide information on what might be called Mr. Chhoey's "basic needs." They do not take into account the desires or "wants" that Mr. Chhoey may have as, for instance, his desire to purchase a new color TV. Satisfying these wants can have a disastrous effect on an individual's budget if they are not planned for. Planning is the key. If an individual foresees the "need" to purchase a large item not accounted for in the budget, perhaps small amounts can be saved over a several-month period without disrupting normal expenses very much. Perhaps the individual could make an attempt to simply cut down on expenses in every budget category so that extra money would be available at the end of the budget period. These two options vary only in how quickly the extra money is obtained. Both options recognize that to spend money on items outside the budget, will directly affect what remains to be spent on basic needs. In a society where almost all basic needs must be purchased with money, a cash shortage can be an especially critical problem.

Paying Bills/Monthly Statements

As indicated in the preceding budget, there are certain monthly expenses which are relatively "fixed," in that they must be paid each month and their cost can be somewhat approximated. Utilities, which may include gas, electricity, and water, are one such expense. Most households will receive a "monthly statement" from the suppliers of these services. The statement usually contains such basic information as:

the name and address of the customer

the account number

the billing period

the cost of the service, taxes due (if applicable), and the total monthly amount to be paid

the date by which the bill must be paid

In addition, the bill may contain such other information as the amount that was owed the preceding month and how much was paid, as well as a detailed description of charges, e.g. a listing of all long-distance calls appears with each telephone bill. Sample monthly statements for water, gas, electricity and telephone service are included as Appendix 8.

See Appendix 8, SAMPLE WATER BILL, p. 179; Appendix 8.1, SAMPLE GAS BILL, p. 180; Appendix 8.2, SAMPLE ELECTRICITY BILL, p. 181; Appendix 8.3, SAMPLE TELEPHONE BILL, p. 182

Monthly statements may be paid by mail, in fact, most come with addressed envelopes that make payment by mail easier. If the customer wishes to pay in person, that option is also usually available. No matter how one makes payment, it is important that it be done in a timely fashion. If bills are not paid by the due date, there may be penalty charges or the service may eventually be discontinued.

Monthly statements provide the customer with a lasting record of expenses and receipts. A simple record-keeping system for this purpose is to place all bills and receipts for any particular service or budget item into a separate envelope.

Banking Services

Banks provide a wide variety of services to individuals and organizations. When individuals place their money in banks, they are insured against loss. This security factor as well as the convenience of the various services offered by banks has made them a popular institution for financial dealings throughout the U.S. Common banking services include:

Checking Accounts. Checking accounts are the most commonly used banking service. With checks one need not carry a large amount of cash and run the risk of losing it or having it stolen when an individual "opens" an account, he or she is allowed to keep his money in his account, and to withdraw it whenever he chooses. He is given checks that he may fill out and use as money, as long as the amount that he writes on the check does not exceed the total amount that he keeps in his account. To open a checking account, an individual must go to a bank in order to make the necessary arrangements, such as filling out a signature card. A person's choice of banks may be based on the kinds of services it offers, or it may be determined by the convenience of its location, or the hours of its operation. There may be a set monthly fee for the checking account service, a monthly fee that varies depending on the number of checks written or the account balance, or no fee at all.

People who have checking accounts must be familiar with four basic forms/procedures: deposit slips, checks, checkbook stubs or registers, and monthly account statements.

DEPOSIT SLIPS: Once an individual has an account, he or she may chooce to deposit money into it regularly. Deposit slips usually have the individual's name and account number stamped on them, or a place in which to enter this information. It serves as a tally sheet if the individual has several checks and cash to deposit at the same time. The individual completes this slip and together with the money turns it over to the bank teller who will give the depositor a receipt. A sample deposit slip is shown in Appendix 9. These are given to an individual at the time the account is opened; additional slips can be obtained by making a request with a bank teller.

See Appendix 9, SAMPLE CHECKING ACCOUNT DEPOSIT SLIP, p. 183

CHECKS: Checks (see Appendix 9.1) can only be completed and signed by the individual in whose name the account has been opened. Check writing has five parts:

See Appendix 9.2, SAMPLE CHECK, p. 184

1) the date.

2) the name or agency to whom the money is intended

3) the amount written in arabic figures (e.g. $10.00, $35.50), including dollars and cents.

4) the amount written again, but this time spelled out (e.g. ten dollars and 10/100, five dollars and 50/100).

5) the signature of the writer.

Checks are money and once signed the recipient is free to cash it. The amount of the check is eventually subtracted from the account of the person who wrote it. Checks are obtained at the time that an account is opened or shortly thereafter, usually for a small fee. Each check should include the name, address, check number, and account number of the person or persons opening the account. Individuals should look at each check to insure that this information is correct. If a check is lost, the bank should be notified right away so that no payment will be made on that particular check.

CHECKSTUBS OR REGISTERS: At the time that a check is written, the writer should record the date, the name of the person to whom it was paid, and the amount. Most checks come in "books" that provide a chart on which such information can be entered. This chart or register also keeps a running total of the amount of money that remains in the person's account. When a new check is written, the person should enter the appropriate information and then subtract the amount paid from the total amount that remains in the checking account. What remains is the new "balance," or remaining funds that the person has to spend. See Appendix 11 for a sample register.

See Appendix 9.2, SAMPLE CHECK REGISTER, p. 185

ACCOUNT STATEMENT: Usually each month the bank will send each of its customers an account statement which shows all the deposits and withdrawals made on each account over a given period. A sample account statement can be found as Appendix 9.3. In

See Appendix 9.3. SAMPLE CHECKING ACCOUNT MONTHLY STATEMENT, p. 186 addition to deposits and withdrawals, the statement also shows any charges or fees made by the bank during the month. Some banks charge customers a set monthly fee for their service. Others charge a small amount for each negotiated check. Still others use a combination of those methods, or do not charge at all. Whatever method is used, however, will be reflected in the statement. An individual can use the monthly statement to double check against his or her own checkstubs or register to insure that there are no errors and that the balance remaining in the account is correct. Finally, cancelled checks--checks which have already been paid out--are usually returned with the monthly statement, and become official receipts for previous expenses.

Many banks are now offering to pay interest on the balance that accrues in checking accounts. The rate and timing of interest payments vary. When such amounts are added to an account, the new balance is recorded in the monthly account statement.

Perhaps the biggest mistake an individual with a checking account can make is writing a check for a larger amount than is presently deposited in his or her account. If the bank pays the check, the account will be "overdrawn" and it can have serious repercussions on the individual who does it. If the bank does not pay and the check is returned, the individual must pay for the "bounced" check, his credit rating suffers, and/or he faces the possibility of legal action and fines or imprisonment.

Savings Accounts. These kinds of accounts are designed primarily for depositing money, letting the money "grow" by accumulating interest and then withdrawing sums when the need arises. Savings are greatest the more infrequently that withdrawals are made, since the interest paid on the deposited amount, or "principal," will be greater the larger this sum remains.

Most savings accounts use a "passbook" in which the deposits, interest which is earned, withdrawals, and charges (if any) are recorded. The passbook usually remains with the person that has the account, but must be taken to the bank when deposits or withdrawals are to be made.

The rate and manner in which the principal earns money will vary depending on the bank. In order to understand what a savings account will earn, it is helpful to understand these terms:

ANNUAL PERCENTAGE RATE (APR)	The APR is the percentage rate used to figure the amount of interest paid on the principal in one year. The higher the APR, the more interest the principal will draw.
CREDITING	When earned interest is added to an account it is called crediting.
COMPOUNDING	When interest is figured on the principal (or balance) and the previously earned interest, it is called compounding. Compounding earns more money than interest which is paid only on the principal.
ANNUAL YIELD	The percent an account can earn during a year is called the annual yield. This figure will be higher than the APR if an account is compounded more than once a year.

The number of times a year that interest is compounded varies from bank to bank. It may be figured annually, semi-annually, quarterly, monthly, or even daily. If two banks offered the same APR, then the one which compounds more frequently would pay more interest to its customers.

Even though accounts may be compounded daily, it does not necessarily mean that an account is credited each day. Accounts compounded daily may be credited quarterly or annually. It is important to know how often accounts are credited since withdrawals made before interest is credited may result in the interest being lost.

Opening a savings account is not difficult. All that is required is a Social Security Card and some money. Deposit slips are used each time money is put into an account. Withdrawal slips are used when money is to be taken out. The passbook, as mentioned earlier is used as an ongoing record and receipt for the transactions made on the account. Sample deposit and withdrawal slips and a passbook excerpt can be found in Appendix 13.

See Appendix 10, SAMPLE SAVINGS ACCOUNT DEPOSIT AND WITHDRAWAL SLIPS, p. 187. Apendix 10.1, SAVINGS ACCOUNT PASSBOOK EXCERPT, p. 188

Commercial banks are not the only place where an individual can earn interest on deposited money. Savings and loan institutions, labor unions and credit unions are some other places where individuals may go to keep their savings.

Loans. Banks are also a place where one can go in order to get loans. Banks offer loans at varying interest rates, and for this reason are a good place to visit first if there is a need to borrow money.

The reasons for getting a loan may vary. People sometimes request small loans for purchasing a used automobile or for financing a vacation. Smaller loans are usually paid back over a shorter period of time and demand less interest. Large loans may be paid back over a several-year period--mortgage loans, for example, can be for as long as thirty years. Such loans require large amounts to be paid in interest.

There are two rules about loans that are generally true:

1) The larger the loan, the more interest must be paid.

2) The longer "the life of the loan,"--that is, the longer the individual arranges to pay back the loan--the more interest must be paid.

For many individuals who are just getting established in their communities it may be difficult to get a loan, even a small one, unless they have someone who is considered a "good credit risk" co-sign their loan applications. A co-signer pledges that in the event that the person who borrows the money does not pay it back, the co-signer will. Who might be considered a good credit risk? Most banks would say that a person with steady income, a bank account, and a history of paying bills and loans on time would be a good credit risk. It is this kind of person that banks would like to loan money to, and would accept as co-signers for others.

Safety Deposit Boxes. Safety deposit boxes are a secure way of keeping important papers or items. Locked, post office-like boxes are available at most banks for people who want such security for their valuables. Some banks offer safe deposit boxes as part of their regular service to people who have accounts at their banks. Most banks, however, charge a small fee for the use of safety deposit boxes.

Using Credit

Buying on credit means that one is buying with money that must be paid back later--"buy now, pay later". There are advantages in using credit. Credit allows you to obtain items and use them while they are being paid for. Sometimes there is a savings in buying items now, rather than later when the price may be higher. But there are disadvantages as well. One may be tempted to buy too much, thereby obligating much of one's future income to credit purchases, or there is the risk that the item will be repossessed if payments cannot be made or are not made promptly.

Nevertheless, establishing credit is an important step for most families and individuals. Within families, both spouses should establish credit so that if they should separate or if one spouse dies, each spouse will have already established his or her "credit rating."

What is a credit rating? Basically, to have a good credit rating one must have a history of making payments on credit purchases and loans in a prompt fashion. An individual should not have defaulted on any debts. Stores or companies who want to know the credit rating of an individual consult with a local credit bureau. A credit bureau keeps records of an individual's past and present financial transactions as well as relevant personal and family data. Individuals can obtain a copy of their credit rating at those offices, and can challenge them if they think there has been an error.

Getting credit the first time for large purchases or cash loans is difficult. Smaller purchases may be easier, but even then, sometimes it is necessary to have good credit before credit will be given. So how do you start? Having a savings account and a checking account that is not overdrawn is a good way to begin to establish credit. Paying bills on time is also important. Finally, it is not so difficult to obtain a charge account or credit card, especially those for local department stores.

Installment or Time Payment Accounts. Installment accounts are offered at most larger stores. If a person chooses to buy some item, a certain amount is usually paid as down payment, and the balance is paid off in monthly installments. Sometimes there is a finance charge added to the balance that must also be paid.

Regular or 30-Day Charge Accounts. These kinds of accounts are also offered at most larger stores and allow the individual to make purchases on items interest-free for up to 30 days. That is, a person may choose to pay for the item at anytime during the 30-day period at no extra cost. However, after this period a finance charge will also be added to the item cost.

Revolving Charge Accounts. With a revolving account, individuals are allowed to charge purchased items up to a set amount, say $500. This is known as the "credit limit". They would not be able to charge any additional purchases once their debt had reached this limit. Once they have begun paying off some of this debt, however, they could then charge new items to the account back up to the credit limit. A sample application form for a company charge account is attached as Appendix 11.

See Appendix 11, SAMPLE CHARGE ACCOUNT APPLICATION, p. 189

Credit Cards. There are several types of credit cards. The most common are bank credit cards, oil-company credit cards, and travel-and-entertainment cards.

Visa and Master Charge are perhaps the most well-known bank credit cards. Like revolving accounts these credit cards have limits as to how much can be charged. They are, however, useful for purchasing a wide range of goods and services. One can even use a bank credit card to obtain a cash loan from a bank. This loan is then added to the individual's account debt.

Each month the credit card holder will receive a monthly statement showing how much has been charged to his or her account, and the date by which payment is due. If the bill is paid before this due date there is no finance charge. Any amount remaining after this date is subject to such charges.

Mobile, Exxon, Gulf and Texaco are just a few of the oil companies that issue credit cards. These cards are good for buying items and services available at each company's retail service outlets. They can be used to purchase gasoline and other auto-related expenses while on a trip, reducing the amount of cash which must be carried. Unlike bank credit cards, oil company credit cards cannot be used for borrowing cash. However, billing procedures are similar. A sample oil-company credit card application can be found in Appendix 12.

See Appendix 12, OIL-COMPANY CREDIT CARD APPLICATION, p. 190

Travel-and-entertainment credit cards, such as American Express and Diners Club, are more difficult to obtain than other types of credit cards. They have a payment system similar to that of other credit cards: if the bill is not paid by a specified due date, a finance charge may be added. However, unlike other types of credit cards, there is usually a set yearly fee for the use of travel-and-entertainment cards.

If a credit card is lost or stolen, it is important that this be reported to the store or company right away. Anyone can use a credit card, even if it belongs to someone else. Reporting a loss right away limits the credit card holder's liability for unauthorized purchases.

A Word About Insurance

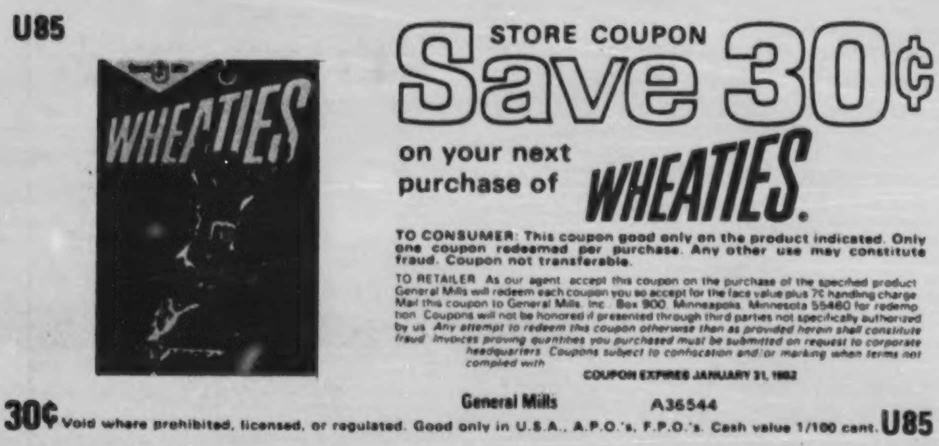
Purchasing on credit assumes that the buyer will have a steady income during the life of the contract. Institutions which grant larger loans seek to protect themselves against loss by requesting successful credit applicants to buy life insurance, so that if anything happens to them, there will be resources to pay back the loan. Buying insurance, however, is optional and should be done after the individual considers his or her own unique circumstances.

Some companies may require an individual to purchase property insurance on such items as cars, boats or houses, and to maintain this coverage until the item is paid for.

Whatever the insurance requirements might be, an individual can get tailored insurance coverage by consulting several insurance agents, and then choosing the one that is best for him or her.

Appendix 1

SAMPLE COUPONS



U85

STORE COUPON

Save 30¢

on your next purchase of WHEATIES.

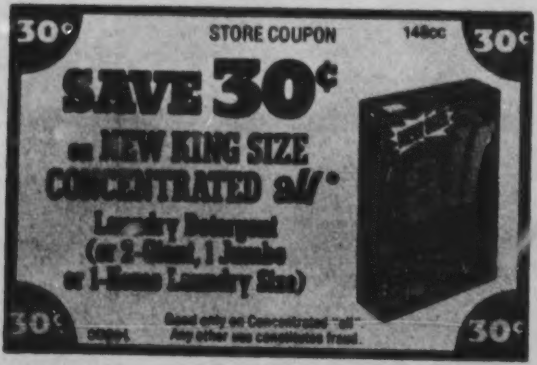
TO CONSUMER: This coupon good only on the product indicated. Only one coupon redeemed per purchase. Any other use may constitute fraud. Coupon not transferable.

TO RETAILER: As our agent, accept this coupon on the purchase of the specified product. General Mills will redeem each coupon you so accept for the face value plus 7¢ handling charge. Mail this coupon to General Mills, Inc., Box 900, Minneapolis, Minnesota 55460 for redemption. Coupons will not be honored if presented through third parties not specifically authorized by us. Any attempt to redeem this coupon otherwise than as provided herein shall constitute fraud. Invoices proving quantities you purchased must be submitted on request to corporate headquarters. Coupons subject to confiscation and/or marking when terms not complied with.

COUPON EXPIRES JANUARY 31, 1982

General Mills A36544

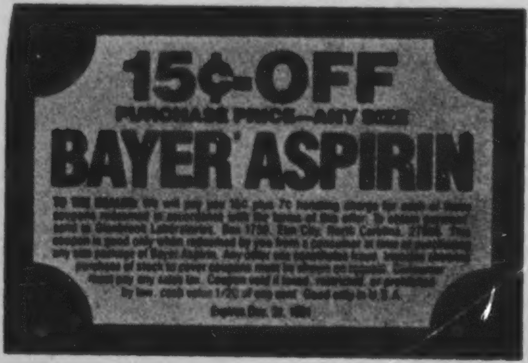
30¢ Void where prohibited, licensed, or regulated. Good only in U.S.A., A.P.O.'s, F.P.O.'s. Cash value 1/100 cent. U85



30¢ STORE COUPON 148cc 30¢

SAVE 30¢ on NEW KING SIZE CONCENTRATED all® Laundry Detergent (or 2-Giant, 1 Jumbo or 1-Home Laundry Size)

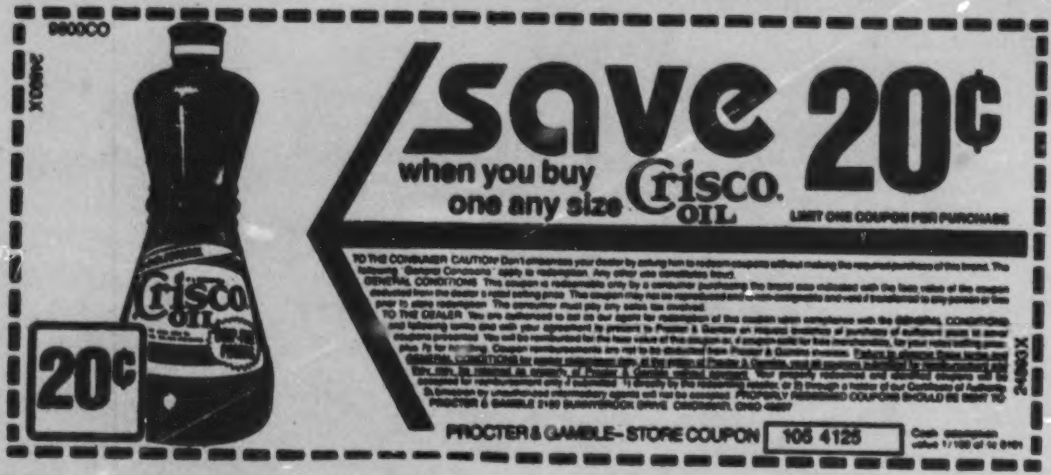
30¢ Good only on Concentrated "all". Any other use constitutes fraud. 30¢



15¢-OFF

PURCHASE PRICE—ANY SIZE

BAYER ASPIRIN



9800CO

save 20¢ when you buy one any size Crisco. OIL

LIMIT ONE COUPON PER PURCHASE

PROCTER & GAMBLE– STORE COUPON 105 4125

20¢

Appendix 1.1

IMPORTANT ELEMENTS OF A COUPON

① product for which coupon is valid

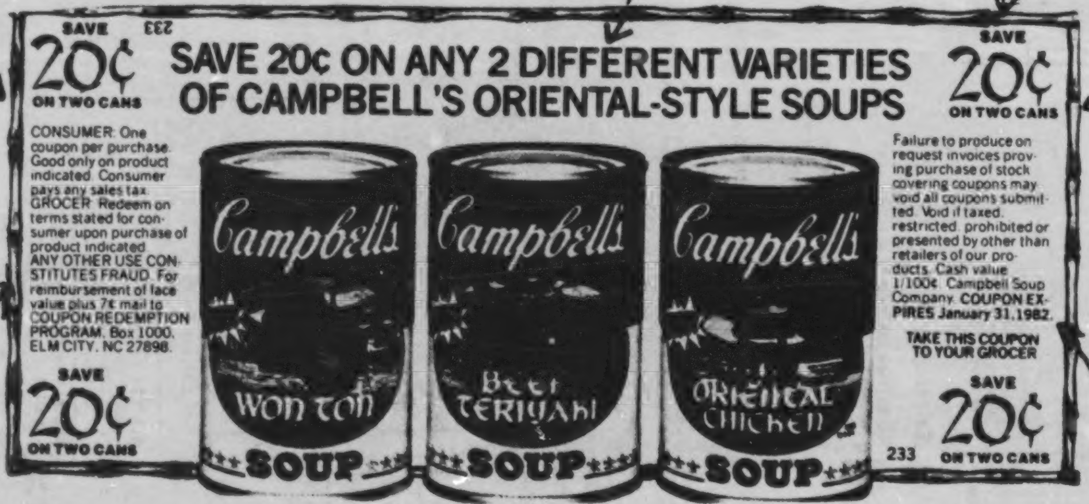
② coupon value

③ coupon limit

④ coupon expiration date

⑤ instructions to grocer

⑥ instructions to consumer



SAVE 20¢ ON TWO CANS

233

SAVE 20¢ ON ANY 2 DIFFERENT VARIETIES OF CAMPBELL'S ORIENTAL-STYLE SOUPS

CONSUMER: One coupon per purchase. Good only on product indicated. Consumer pays any sales tax. GROCER: Redeem on terms stated for consumer upon purchase of product indicated. ANY OTHER USE CONSTITUTES FRAUD. For reimbursement of face value plus 7¢ mail to COUPON REDEMPTION PROGRAM, Box 1000, ELM CITY, NC 27898.

SAVE 20¢ ON TWO CANS

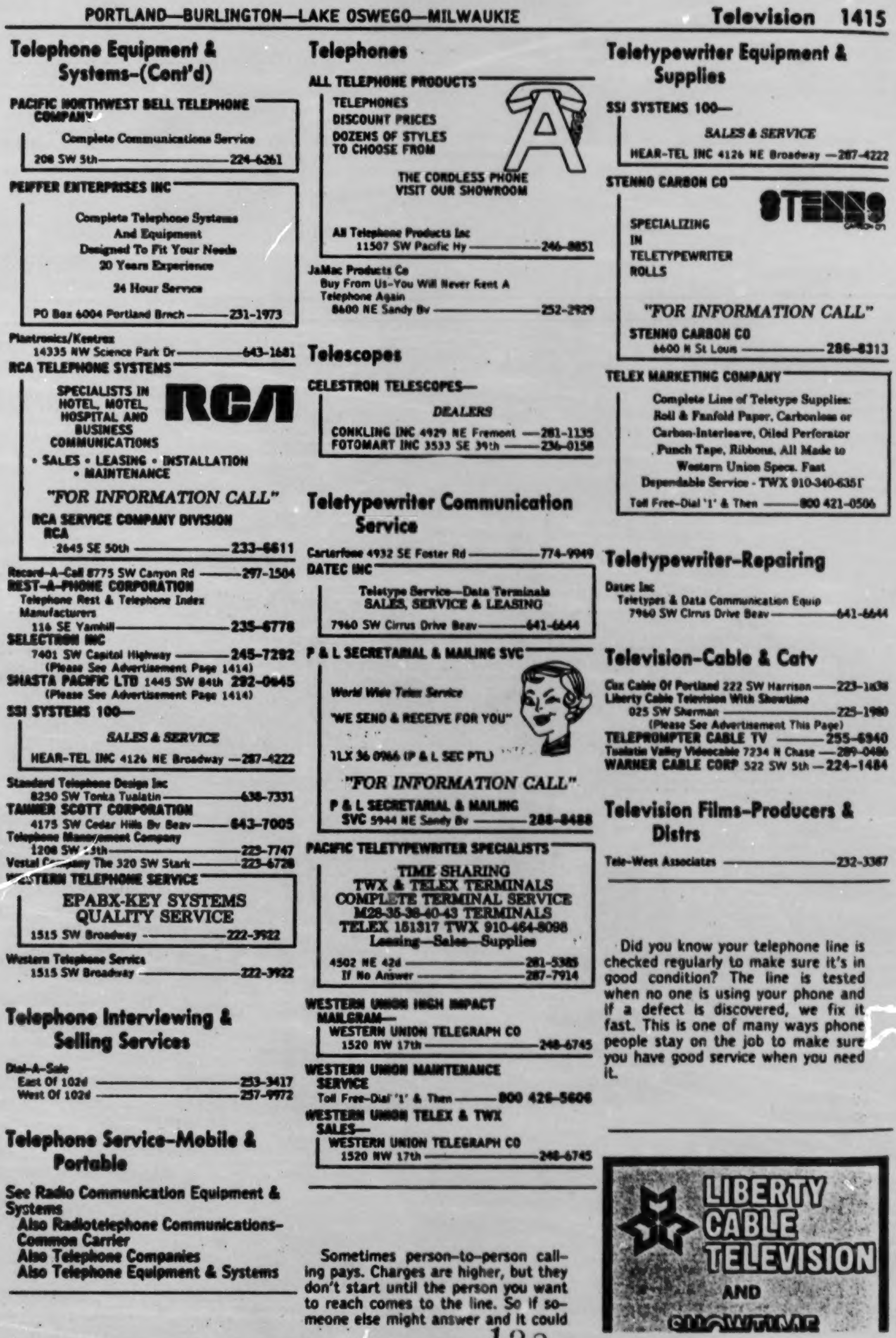
SAVE 20¢ ON TWO CANS

Failure to produce on request invoices proving purchase of stock covering coupons may void all coupons submitted. Void if taxed, restricted, prohibited or presented by other than retailers of our products. Cash value 1/100¢. Campbell Soup Company. **COUPON EXPIRES January 31, 1982.**

TAKE THIS COUPON TO YOUR GROCER

SAVE 20¢ ON TWO CANS

233



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RCA
2645 SE 50th —— 233-6611

Record-A-Call 8775 SW Canyon Rd —— 297-1504
REST-A-PHONE CORPORATION
Telephone Rest & Telephone Index
Manufacturers
116 SE Yamhill —— 235-6778
SELECTRON INC
7401 SW Capitol Highway —— 245-7292
(Please See Advertisement Page 1414)
SHASTA PACIFIC LTD 1445 SW 84th 292-0645
(Please See Advertisement Page 1414)
SSI SYSTEMS 100—
SALES & SERVICE
HEAR-TEL INC 4126 NE Broadway —287-4222

Standard Telephone Design Inc
8250 SW Tonka Tualatin —— 638-7331
TANNER SCOTT CORPORATION
4175 SW Cedar Hills Bv Beav —— 643-7005
Telephone Management Company
1208 SW 13th —— 223-7747
Vestal Company The 320 SW Stark —— 223-6728
WESTERN TELEPHONE SERVICE
EPABX-KEY SYSTEMS
QUALITY SERVICE
1515 SW Broadway —— 222-3922

Western Telephone Service
1515 SW Broadway —— 222-3922

Telephone Interviewing & Selling Services

Dial-A-Sale
East Of 102d —— 253-3417
West Of 102d —— 257-9972

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See Radio Communication Equipment & Systems
Also Radiotelephone Communications-Common Carrier
Also Telephone Companies
Also Telephone Equipment & Systems

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TELEPHONES
DISCOUNT PRICES
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JaMac Products Co
Buy From Us-You Will Never Rent A
Telephone Again
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DEALERS
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FOTOMART INC 3533 SE 39th —— 236-0158

Teletypewriter Communication Service

Carterfone 4932 SE Foster Rd —— 774-9949
DATEC INC
Teletype Service—Data Terminals
SALES, SERVICE & LEASING
7960 SW Cirrus Drive Beav —— 641-6644

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World Wide Telex Service
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TWX & TELEX TERMINALS
COMPLETE TERMINAL SERVICE
M28-35-38-40-43 TERMINALS
TELEX 151317 TWX 910-464-8098
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4502 NE 42d —— 281-5385
If No Answer —— 287-7914

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WESTERN UNION MAINTENANCE SERVICE
Toll Free-Dial '1' & Then —— 800 426-5606
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Sometimes person-to-person calling pays. Charges are higher, but they don't start until the person you want to reach comes to the line. So if someone else might answer and it could

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ROLLS
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Teletypes & Data Communication Equip
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(Please See Advertisement This Page)
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Tualatin Valley Videocable 7234 N Chase —— 289-0486
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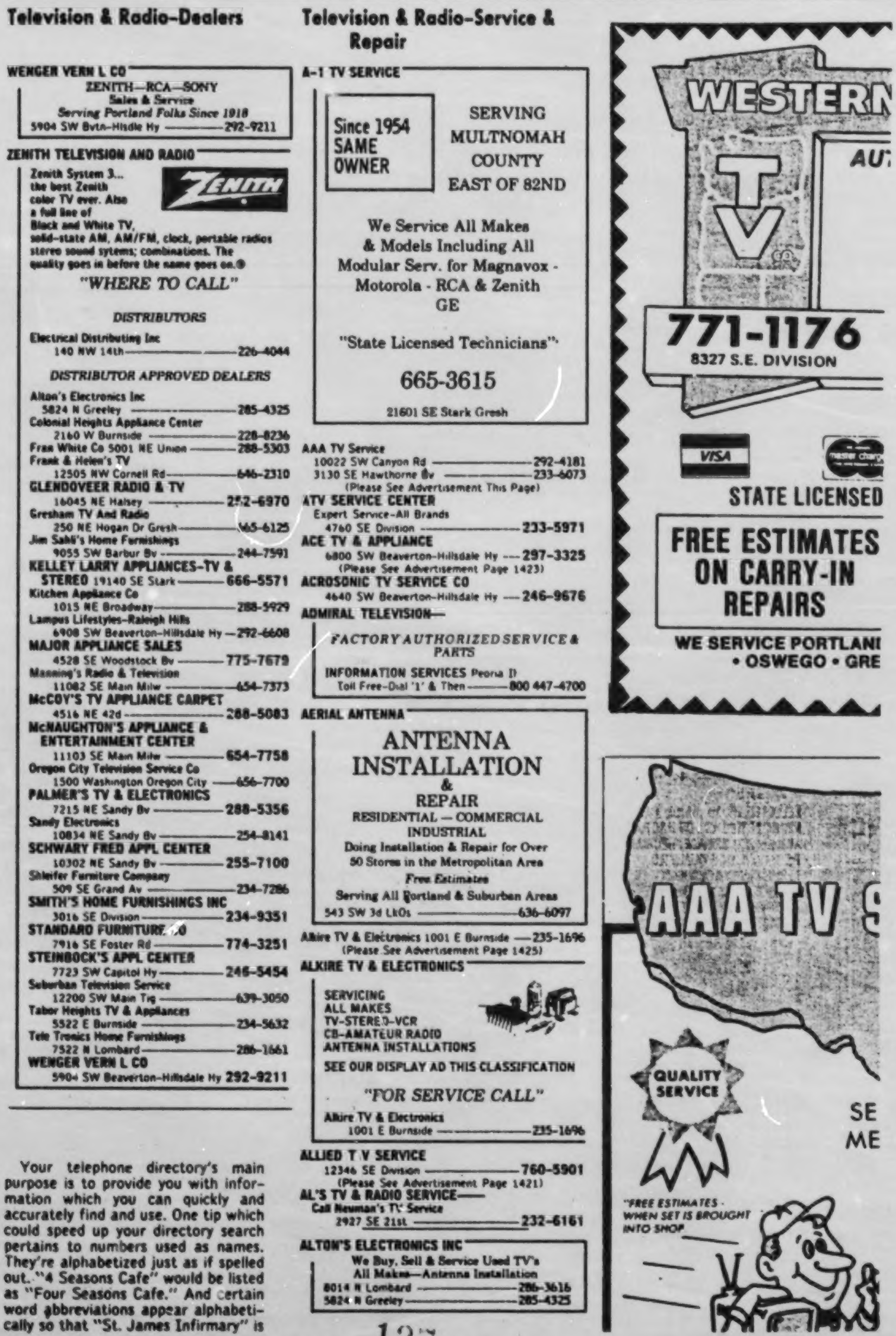
Tele-West Associates —— 232-3387

Did you know your telephone line is checked regularly to make sure it's in good condition? The line is tested when no one is using your phone and if a defect is discovered, we fix it fast. This is one of many ways phone people stay on the job to make sure you have good service when you need it.

LIBERTY
CABLE
TELEVISION
AND
SHOWTIME

USING THE YELLOW PAGES (Continued)



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Colonial Heights Appliance Center
2160 W Burnside ———— 228-8236
Fran White Co 5001 NE Union ———— 288-5303
Frank & Helen's TV
12505 NW Cornell Rd ———— 646-2310
GLENDOVEER RADIO & TV
16045 NE Halsey ———— 252-6970
Gresham TV And Radio
250 NE Hogan Dr Gresh ———— 665-6125
Jim Sahli's Home Furnishings
9055 SW Barbur Bv ———— 244-7591
KELLEY LARRY APPLIANCES-TV & STEREO 19140 SE Stark ———— 666-5571
Kitchen Appliance Co
1015 NE Broadway ———— 288-5929
Lampus Lifestyles-Raleigh Hills
6908 SW Beaverton-Hillsdale Hy — 292-6608
MAJOR APPLIANCE SALES
4528 SE Woodstock Bv ———— 775-7679
Manning's Radio & Television
11082 SE Main Milw ———— 654-7373
McCOY'S TV APPLIANCE CARPET
4516 NE 42d ———— 288-5083
McNAUGHTON'S APPLIANCE & ENTERTAINMENT CENTER
11103 SE Main Milw ———— 654-7758
Oregon City Television Service Co
1500 Washington Oregon City ———— 656-7700
PALMER'S TV & ELECTRONICS
7215 NE Sandy Bv ———— 288-5356
Sandy Electronics
10834 NE Sandy Bv ———— 254-8141
SCHWARY FRED APPL CENTER
10302 NE Sandy Bv ———— 255-7100
Shleifer Furniture Company
509 SE Grand Av ———— 234-7286
SMITH'S HOME FURNISHINGS INC
3016 SE Division ———— 234-9351
STANDARD FURNITURE CO
7916 SE Foster Rd ———— 774-3251
STEINBOCK'S APPL CENTER
7723 SW Capitol Hy ———— 246-5454
Suburban Television Service
12200 SW Main Trg ———— 639-3050
Tabor Heights TV & Appliances
5522 E Burnside ———— 234-5632
Tele Tronics Home Furnishings
7522 N Lombard ———— 286-1661
WENGER VERN L CO
5904 SW Beaverton-Hillsdale Hy 292-9211

Your telephone directory's main purpose is to provide you with information which you can quickly and accurately find and use. One tip which could speed up your directory search pertains to numbers used as names. They're alphabetized just as if spelled out. "4 Seasons Cafe" would be listed as "Four Seasons Cafe." And certain word abbreviations appear alphabetically so that "St. James Infirmary" is

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Since 1954 SAME OWNER
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4760 SE Division ———— 233-5971
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6800 SW Beaverton-Hillsdale Hy — 297-3325
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SERVICING
ALL MAKES
TV-STEREO-VCR
CB-AMATEUR RADIO
ANTENNA INSTALLATIONS
SEE OUR DISPLAY AD THIS CLASSIFICATION
"FOR SERVICE CALL"
Alkire TV & Electronics
1001 E Burnside ———— 235-1696

ALLIED T V SERVICE
12346 SE Division ———— 760-5901
(Please See Advertisement Page 1421)
AL'S TV & RADIO SERVICE—
Call Neuman's TV Service
2927 SE 21st ———— 232-6161
ALTON'S ELECTRONICS INC
We Buy, Sell & Service Used TV's
All Makes—Antenna Installation
8014 N Lombard ———— 286-3616
5824 N Greeley ———— 285-4325

WESTERN TV
AU
771-1176
8327 S.E. DIVISION
VISA
STATE LICENSED
FREE ESTIMATES ON CARRY-IN REPAIRS
WE SERVICE PORTLAN
• OSWEGO • GRE

AAA TV S
QUALITY SERVICE
SE
ME
"FREE ESTIMATES - WHEN SET IS BROUGHT INTO SHOP

ADVERTISEMENTS IN NEWSPAPER TEXT

Top education official predicts more staff cutbacks

By Laurie Mason
Ashland Daily Tidings

MEDFORD

Oregon schools will take a $290 million budget cut over the next two years if state and federal proposals pan out, according to state school Superintendent Verne Duncan.

Duncan, speaking Tuesday at a Medford Rotary luncheon, said 10 to 20 percent budget cuts will slice education staffs across the state.

The state will not tell individual districts where to cut, but Duncan said since 85 percent of most budgets is ear-marked for staff salaries and the rest is fixed costs, teacher lay-offs will be inevitable.

Governor Vic Atiyeh's proposed budget calls for $174 million cut from basic school support, and other likely targets are $21 million from state community college budgets, and $7 million from handicapped and disadvantaged student programs.

Federal cuts total $62 million, Duncan said, adding a possible breakdown for absorbing the loss is $23 million from programs for the handicapped, $27 million from school lunch programs, $4 million from vocational education, $2 million from school improvement funds and $6 million from other sources.

Cliff Trow, R-Corvallis, chairman of the Senate Education Committee and member of the Revenue School Finance Committee, said Duncan may be jumping the gun with his gloomy forecasts.

"The superintendent can look into his crystal ball and be pessimistic all he wants to, and say all that could come true will come true," Trow said.

"But we just aren't making those decisions yet. Sure, it is a gloomy prospect if the Governor can't get his revenue-raising measures through. But we aren't there yet."

If both budgets pass their respective legislatures, Duncan said, Oregon has three opinions for school funding in the next two years.

"We can raise local property tax, but that means going with the 'A' and 'B' ballot system that people really don't understand," Duncan said.

Another solution is to cut programs, Duncan said, adding school programs for the handicapped or disadvantaged must continue by state law.

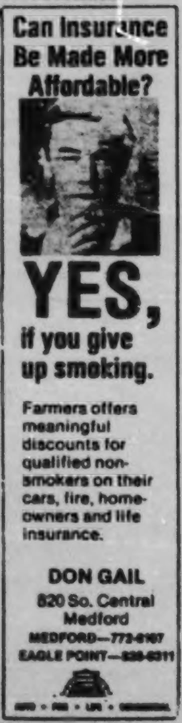
Duncan's last solution involved re-evaluation of the property tax situation in Oregon.

"Is it really advantageous to offer 30 percent property tax relief, while cutting state funding and so pushing property taxes higher?" he asked.

Duncan left the Rotary lunch to fly to Sacramento. Last year California went through school budget crises after the approval of Proposition 13, Duncan said, and from school officials there he hopes to gain clues about Oregon's current situation.

50¢ OFF
8-PK. 16 OZ. Bottles
PEPSI OR COKE
STOP & GO MARKET
WHITE CITY

DMSO SOLVENT
99.5% strength
$26.50 PINT
½ PINT (8 oz.) $13.75
We Ship Anywhere
$2.00 Extra
826-9587


Can Insurance Be Made More Affordable?
YES,
if you give up smoking.
Farmers offers meaningful discounts for qualified non-smokers on their cars, fire, homeowners and life insurance.
DON GAIL
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MEDFORD—772-6167
EAGLE POINT—[illegible]

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FOR YOUR PROTECTION
MOBILE HOME ROOFING
LIMITED OFFER
20% OFF
Perma-Seal Roof
NO INTEREST FINANCING • FREE ESTIMATES

CAMY FRANCIES

BENJI BRACKIN

February students of the month

EAGLE POINT — High school seniors Benji Brackin and Camy Francies have been named Students of the Month of February by the Eagle Point Lions Club.

A member of the National Honor Society and the FFA, Brackin won scholastic achievement awards in FFA while in the ninth and tenth grades. He also was named Top Freshman, Top Sophomore and Top Junior in woodshop.

He is treasurer of the Math-Science Club and has competed in the Southern Oregon Math League.

Brackin also has competed in track.

Francies is the student store manager and bookkeeper. Also, she was captain of the girls' varsity basketball 1981 team. She has played varsity basketball two years, and has competed in track three years.

Francies also is a member of Campus Life, and the Trail Community Church.

Doctor looks for patients that have wings

EAGLE POINT — Chiropractor Ralph Wehinger is hanging out a new shingle, more or less, opening shop as a bird doctor.

The aviary at his Lake Creek home nearly is complete, but the doctor is looking for winged patients. They might simply be orphaned and too young to make it on their own, or they could have internal injuries.

Wehinger is one of two people in southern Oregon and northern California who are licensed by the U.S. Interior Department to care for birds. All raptors, such as eagles and falcons, in the region are treated by a Grants Pass man who has a special license to hold those birds.

Wehinger received his license three years ago, but has not actively sought

struction project is complete, he will be able to hold 30 birds at a time.

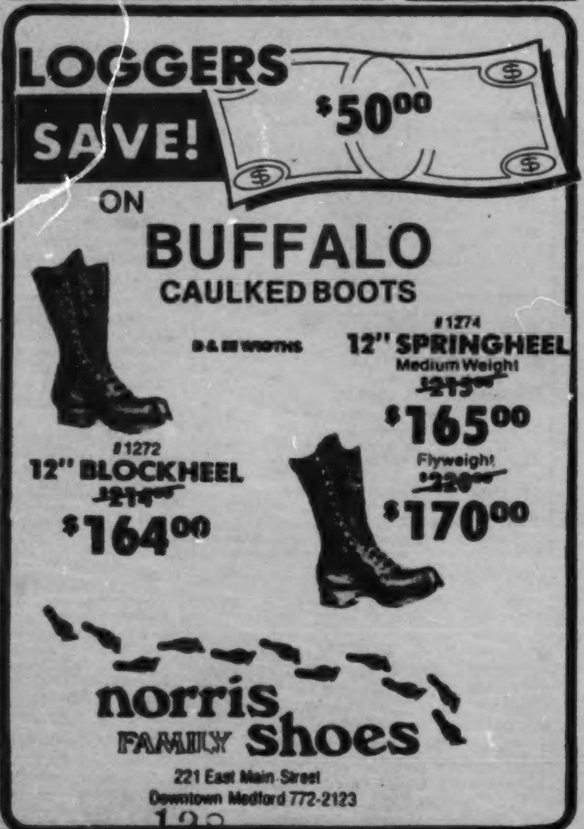
He says he will be working with veterinarians who will perform surgery.

Early spring usually is a bird doctor's busiest season. The chiropractor explains that migratory birds are returning to the area and chicks are hatching, increasing the chances that hurt birds will be found.

Wehinger asks that persons who find injured birds put the creatures in cardboard or similar boxes which shut out light. A towel may be put in the bottom of the container.

Feeding food, water or sugar water should not be attempted.

The injured birds may be brought

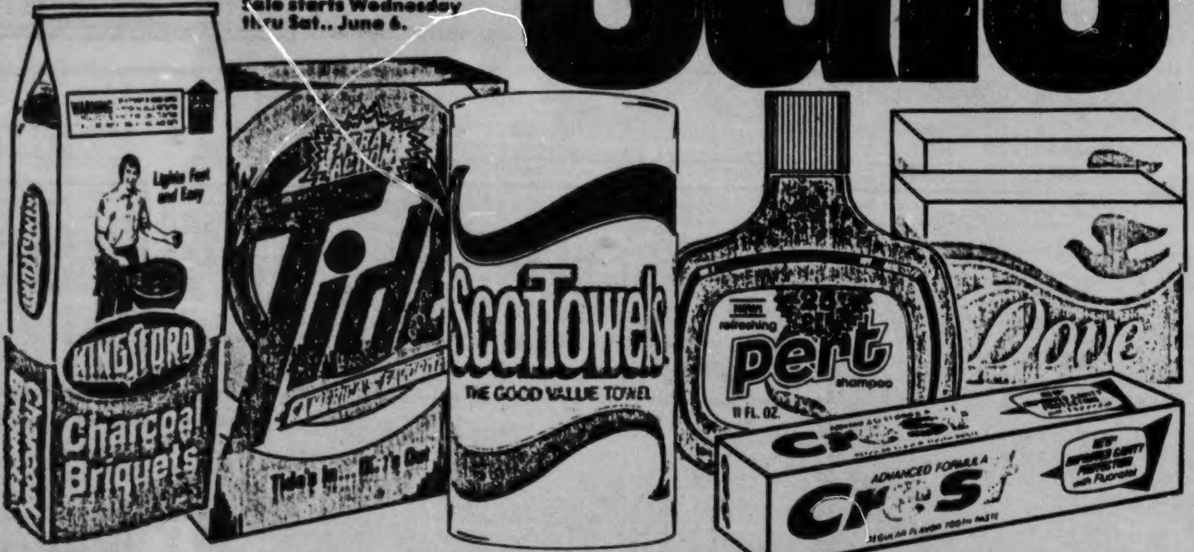

LOGGERS SAVE! $50.00 ON BUFFALO CAULKED BOOTS
D & EE WIDTHS
#1274
12" SPRINGHEEL
Medium Weight
~~$215.00~~
$165.00
Flyweight
~~$220.00~~
$170.00
#1272
12" BLOCKHEEL
~~$214.00~~
$164.00
norris FAMILY shoes
221 East Main Street
Downtown Medford 772-2123

Don't say drug store, say Drugfair... there's a big difference!

Drugfair

43rd anniversary sale

Sale starts Wednesday thru Sat., June 6.


Kingsford
Charcoal Briquets
Light Fast and Easy
Tide
Tide's In... Dirt's Out
ScotTowels
THE GOOD VALUE TOWEL
refreshing
pert
shampoo
11 FL. OZ.
Dove
ADVANCED FORMULA
Crest
with Fluoristat

2.09(d)
Kingsford charcoal briquets
10 lb. bag. Limited quantities. No rain checks.

1.64
Tide laundry detergent
49 ounces. Extra action cleaning! Sale price includes 18¢ off label. Limit 2.

66¢
ScotTowels paper towels
save 33¢ - reg. 99¢
Jumbo roll of absorbent towels. 119 sheets.

1.49
Pert shampoo
11 oz., normal or oily. Sale price includes 23¢ off label.

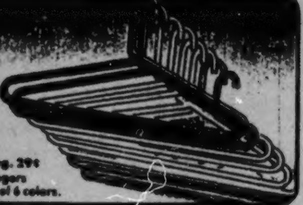
1.19
Crest toothpaste
With cavity-fighting fluoride. 6.4 oz. Regular or mint flavors.

2 for 1.09
Dove beauty soap
save 49¢ - reg. 79¢
White complexion soap. 4.75 oz. bar. Limit 2.

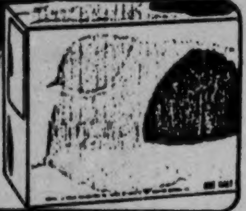
buy 1, get 1 FREE!
2 for 79¢
Drugfair playing cards
save 79¢-reg. 79¢
Poker, or pinochle decks. Limit 4 pks.

play with the best
play with the best
Drugfair
Drugfair
poker
poker

8 for 99¢
plastic hangers
save 1.33 - reg. 29¢
Rust-proof hangers in your choice of 6 colors.



2.09(g)
Breyers ice cream
Half gal. Ass't flavors. Limit 2. No rain checks.

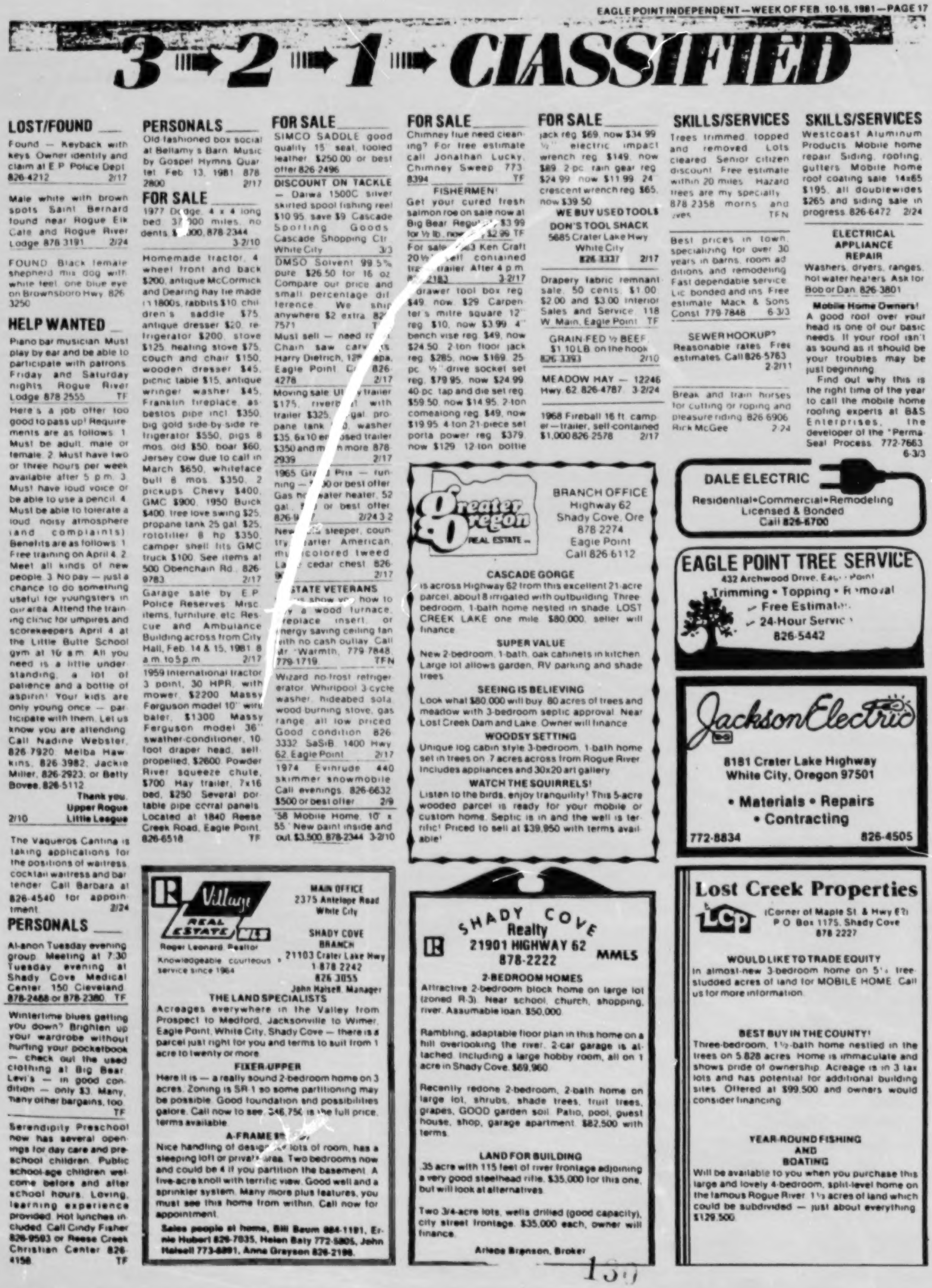


129

PULL OUT FOR EXCITING FASHION SAVINGS!

NEWSPAPER ADVERTISING SUPPLEMENT

CLASSIFIED ADS



EAGLE POINT INDEPENDENT—WEEK OF FEB. 10-16, 1981—PAGE 17

3→2→1→CLASSIFIED

LOST/FOUND

Found — Keyback with keys. Owner identify and claim at E P Police Dept 826-4212 2/17

Male white with brown spots Saint Bernard found near Rogue Elk Cafe and Rogue River Lodge 878 3191 2/24

FOUND Black female shepherd mix dog with white feet, one blue eye on Brownsboro Hwy 826 3250

HELP WANTED

Piano bar musician Must play by ear and be able to participate with patrons Friday and Saturday nights Rogue River Lodge 878 2555 TF

Here's a job offer too good to pass up! Requirements are as follows 1 Must be adult, male or female 2 Must have two or three hours per week available after 5 p m 3 Must have loud voice or be able to use a pencil 4 Must be able to tolerate a loud noisy atmosphere (and complaints). Benefits are as follows 1 Free training on April 4 2 Meet all kinds of new people 3 No pay — just a chance to do something useful for youngsters in our area. Attend the training clinic for umpires and scorekeepers April 4 at the Little Butte School gym at 10 a m All you need is a little understanding, a lot of patience and a bottle of aspirin! Your kids are only young once — participate with them. Let us know you are attending Call Nadine Webster, 826 7920 Melba Hawkins, 826 3982, Jackie Miller, 826-2923; or Betty Bovee, 826-5112

Thank you,
Upper Rogue
2/10 Little League

The Vaqueros Cantina is taking applications for the positions of waitress, cocktail waitress and bartender Call Barbara at 826-4540 for appointment 2/24

PERSONALS

Al-anon Tuesday evening group Meeting at 7:30 Tuesday evening at Shady Cove Medical Center 150 Cleveland 878-2488 or 878-2380 TF

Wintertime blues getting you down? Brighten up your wardrobe without hurting your pocketbook — check out the used clothing at Big Bear Levi's — in good condition — only $3. Many, many other bargains, too TF

Serendipity Preschool now has several openings for day care and preschool children Public school-age children welcome before and after school hours. Loving, learning experience provided Hot lunches included Call Cindy Fisher 826-9593 or Reese Creek Christian Center 826-4158 TF

PERSONALS

Old fashioned box social at Bellamy's Barn Music by Gospel Hymns Quartet Feb 13, 1981 878 2800 2/17

FOR SALE

1977 Dodge, 4 x 4 long bed, 37,000 miles, no dents $[illegible]000, 878 2344 3-2/10

Homemade tractor, 4 wheel front and back $200, antique McCormick and Dearing hay tie made in 1800s, rabbits $10 children's saddle $75, antique dresser $20, refrigerator $200, stove $125, heating stove $75, couch and chair $150, wooden dresser $45, picnic table $15, antique wringer washer $45, Franklin fireplace, asbestos pipe incl $350, big gold side-by-side refrigerator $550, pigs 8 mos old $50, boar $60, Jersey cow due to calf in March $650, whiteface bull 8 mos $350, 2 pickups Chevy $400, GMC $900, 1950 Buick $400, free love swing $25, propane tank 25 gal $25, rototiller 8 hp $350, camper shell fits GMC truck $100. See items at 500 Obenchain Rd., 826-9783 2/17

Garage sale by E P Police Reserves Misc items, furniture, etc Rescue and Ambulance Building across from City Hall, Feb 14 & 15, 1981 8 a m to 5 p m 2/17

1959 International tractor 3 point, 30 HPR, with mower, $2200 Massy Ferguson model 10" wire baler, $1300 Massy Ferguson model 36" swather-conditioner, 10 foot draper head, self-propelled, $2600 Powder River squeeze chute, $700 Hay trailer, 7x16 bed, $250 Several portable pipe corral panels. Located at 1840 Reese Creek Road, Eagle Point, 826-6518 TF

FOR SALE

SIMCO SADDLE good quality 15" seat, tooled leather $250.00 or best offer 826-2496

DISCOUNT ON TACKLE — Daiwa 1500C silver skirted spool fishing reel $10.95, save $9 Cascade Sporting Goods Cascade Shopping Ctr White City 3/3

DMSO Solvent 99.5% pure $26.50 for 16 oz Compare our price and small percentage difference We ship anywhere $2 extra 82[illegible] 7571 T[illegible]

Must sell — need r[illegible] Chain saw carv[illegible] Harry Dietrich, 12[illegible] [illegible]apa, Eagle Point [illegible] 826-4278 2/17

Moving sale Ut[illegible] trailer $175, riverb[illegible] with trailer $325, [illegible]-gal propane tank [illegible], washer $35, 6x10 en[illegible]osed trailer $350 and m[illegible] more 878-2939 2/17

1965 Gr[illegible] Prix — running — $[illegible]00 or best offer Gas h[illegible] water heater, 52 gal, $[illegible] or best offer 826-[illegible] 2/24 3-2

New [illegible] sleeper, country [illegible]arlier American, mu[illegible]icolored tweed La[illegible] cedar chest 826-[illegible] 2/17

[illegible] STATE VETERANS [illegible] show yo[illegible] how to [illegible] a wood furnace, [illegible]replace insert, or energy saving ceiling fan with no cash outlay Call Mr "Warmth," 779-7848, 779-1719 TFN

Wizard no-frost refrigerator Whirlpool 3 cycle washer, hideabed sofa wood burning stove, gas range all low priced Good condition 826-3332 SaSiB 1400 Hwy 62, Eagle Point 2/17

1974 Evinrude 440 skimmer snowmobile Call evenings 826-6632 $500 or best offer 2/9

'58 Mobile Home, 10' x 55' New paint inside and out $3,500 878-2344 3-2/10

FOR SALE

Chimney flue need cleaning? For free estimate call Jonathan Lucky, Chimney Sweep 773-8394 TF

FISHERMEN!
Get your cured fresh salmon roe on sale now at Big Bear Regu[illegible] $3.99 for ½ lb., no[illegible] $2.99 TF

For sale [illegible]3 Ken Craft 20½' self contained tr[illegible] trailer After 4 p m [illegible]2183 3-2/17

[illegible] drawer tool box reg $49 now $29 Carpenter's mitre square 12" reg $10, now $3.99 4" bench vise reg $49, now $24.50 2-ton floor jack reg $285, now $169 25 pc ½" drive socket set reg. $79.95, now $24.99 40-pc tap and die set reg $59.50, now $14.95 2-ton comealong reg $49, now $19.95 4-ton 21-piece set porta power reg $379, now $129 12-ton bottle

FOR SALE

jack reg $69, now $34.99 ½" electric impact wrench reg $149, now $89 2-pc rain gear reg $24.99, now $11.99 24" crescent wrench reg $65, now $39.50

WE BUY USED TOOLS
DON'S TOOL SHACK
5685 Crater Lake Hwy
White City
826-3337 2/17

Drapery fabric remnant sale, 50 cents, $1.00, $2.00 and $3.00 Interior Sales and Service 118 W Main, Eagle Point TF

GRAIN FED ½ BEEF
$1 10 LB on the hook
826-3393 2/10

MEADOW HAY — 12246 Hwy 62 826-4787 3-2/24

1968 Fireball 16 ft camper—trailer, self-contained $1,000 826-2578 2/17

SKILLS/SERVICES

Trees trimmed, topped and removed Lots cleared Senior citizen discount Free estimate within 20 miles Hazard trees are my specialty 878 2358 morns and eves TFN

Best prices in town, specializing for over 30 years in barns, room additions and remodeling Fast dependable service Lic bonded and ins Free estimate Mack & Sons Const 779-7848 6-3/3

SEWER HOOKUP?
Reasonable rates Free estimates Call 826-5763 2-2/11

Break and train horses for cutting or roping and pleasure riding 826 6906 Rick McGee 2-24

SKILLS/SERVICES

Westcoast Aluminum Products Mobile home repair Siding, roofing, gutters Mobile home roof coating sale 14x65 $195, all doublewides $265 and siding sale in progress 826-6472 2/24

ELECTRICAL
APPLIANCE
REPAIR
Washers, dryers, ranges, hot water heaters Ask for Bob or Dan 826-3801

Mobile Home Owners!
A good roof over your head is one of our basic needs If your roof isn't as sound as it should be your troubles may be just beginning

Find out why this is the right time of the year to call the mobile home roofing experts at B&S Enterprises, the developer of the "Perma-Seal Process 772-7663 6-3/3

DALE ELECTRIC
Residential•Commercial•Remodeling
Licensed & Bonded
Call 826-6700

EAGLE POINT TREE SERVICE
432 Archwood Drive, Ea[illegible] Point
Trimming • Topping • R[illegible]moval
✓ Free Estimat[illegible]
✓ 24-Hour Servic[illegible]
826-5442

Jackson Electric
8181 Crater Lake Highway
White City, Oregon 97501
• Materials • Repairs
• Contracting
772-8834 826-4505

Greater Oregon REAL ESTATE
BRANCH OFFICE
Highway 62
Shady Cove, Ore
878 2274
Eagle Point
Call 826 6112

CASCADE GORGE
is across Highway 62 from this excellent 21-acre parcel, about 8 irrigated with outbuilding Three-bedroom, 1-bath home nested in shade LOST CREEK LAKE one mile $80,000, seller will finance

SUPER VALUE
New 2-bedroom, 1-bath, oak cabinets in kitchen Large lot allows garden, RV parking and shade trees

SEEING IS BELIEVING
Look what $80,000 will buy 80 acres of trees and meadow with 3-bedroom septic approval Near Lost Creek Dam and Lake Owner will finance

WOODSY SETTING
Unique log cabin style 3-bedroom, 1-bath home set in trees on 7 acres across from Rogue River Includes appliances and 30x20 art gallery

WATCH THE SQUIRRELS!
Listen to the birds, enjoy tranquility! This 5-acre wooded parcel is ready for your mobile or custom home. Septic is in and the well is terrific! Priced to sell at $39,950 with terms available!

Village REAL ESTATE MLS
Roger Leonard, Realtor
Knowledgeable courteous service since 1964

MAIN OFFICE
2375 Antelope Road
White City

SHADY COVE
BRANCH
21103 Crater Lake Hwy
1-878 2242
826 3055
John Halsell, Manager

THE LAND SPECIALISTS
Acreages everywhere in the Valley from Prospect to Medford, Jacksonville to Wimer, Eagle Point, White City, Shady Cove — there is a parcel just right for you and terms to suit from 1 acre to twenty or more

FIXER-UPPER
Here it is — a really sound 2-bedroom home on 3 acres. Zoning is SR-1 so some partitioning may be possible Good foundation and possibilities galore. Call now to see. $46,750 is the full price, terms available

A-FRAME [illegible]
Nice handling of desig[illegible] lots of room, has a sleeping loft or privat[illegible] area. Two bedrooms now and could be 4 if you partition the basement A five-acre knoll with terrific view. Good well and a sprinkler system. Many more plus features, you must see this home from within. Call now for appointment.

Sales people at home, Bill Baum 884-1191, Ernie Hubert 826-7035, Helen Baty 772-5805, John Halsell 773-6891, Anna Grayson 826-2198.

SHADY COVE Realty
21901 HIGHWAY 62
878-2222
MMLS

2-BEDROOM HOMES
Attractive 2-bedroom block home on large lot (zoned R-3) Near school, church, shopping, river. Assumable loan $50,000

Rambling, adaptable floor plan in this home on a hill overlooking the river. 2-car garage is attached Including a large hobby room, all on 1 acre in Shady Cove. $69,960

Recently redone 2-bedroom, 2-bath home on large lot, shrubs, shade trees, fruit trees, grapes, GOOD garden soil Patio, pool, guest house, shop, garage apartment $82,500 with terms

LAND FOR BUILDING
.35 acre with 115 feet of river frontage adjoining a very good steelhead riffle. $35,000 for this one, but will look at alternatives

Two 3/4-acre lots, wells drilled (good capacity), city street frontage $35,000 each, owner will finance.

Arleda Branson, Broker

Lost Creek Properties
LCP
(Corner of Maple St & Hwy 62)
P O Box 1175, Shady Cove
878 2227

WOULD LIKE TO TRADE EQUITY
In almost-new 3-bedroom home on 5¼ tree-studded acres of land for MOBILE HOME Call us for more information

BEST BUY IN THE COUNTY!
Three-bedroom, 1½-bath home nestled in the trees on 5.828 acres Home is immaculate and shows pride of ownership Acreage is in 3 tax lots and has potential for additional building sites Offered at $99,500 and owners would consider financing

YEAR-ROUND FISHING
AND
BOATING
Will be available to you when you purchase this large and lovely 4-bedroom, split-level home on the famous Rogue River 1⅓ acres of land which could be subdivided — just about everything $129,500

Appendix 6

COMMON SIZE RANGES OF AMERICAN CLOTHING

The great variety of clothing size ranges in the United States poses a problem for shoppers. Fortunately, a lot of clothing nowadays is sized simply small (S) medium (M), large (L) and sometimes extra large (XL)

However, clothing that requires an accurate fit is specifically sized. The following are some of the most common size ranges. Please note that the sizes from one range are not equivalent to the same size in another range. For example, a pair of size 7D men's shoes are not the same as a pair of women's size 7D shoes.

MEN

1.	Undershirts	S, M, L, XL or chest sizes 34, 36, 38, 40
2.	Undershorts	S, M, L, XL or waist sizes 28, 30, 32, 34
3.	Sweaters, jackets coats and suits	chest sizes 36, 38, 40, 42
4.	Pants	waist (W) and inseam (L) measurements W 28, 29, 30, 31, 32, etc. L 28, 29, 30, 31, 32, etc.
5.	Shoes	length 6½, 7, 7½, 8, 8½, etc. and width C, D, E, etc.
6.	Socks	stretch (one size fits all) or 10½, 11, 11½, 12

WOMEN

1.	Brassieres	bust and cup measurements bust 32, 34, 36, 38, etc. cup A, B, C, D, etc.
2.	Panties	S, M, L or sizes 5, 6, 7,
3.	Slips	bust measurements 32, 34, 36, 38 and length: short (S), average (A), and tall (T)
4.	Blouses, dresses, skirts, pants and coats	sizes 8, 10, 12, 14, etc.
5.	Seaters	S, M, L or sizes 36, 38, 40
6.	Shoes	length 4½, 5, 5½, 6, 6½, 7 etc. and width AA, A, B, C etc.

7. Stockings and panty hose	stretch (one size fits all), petite (F), average (A) and tall (T), or 8½, 9, 9½ 10, 10½, 11

JUNIOR SIZES

For younger and slightly shorter waisted woemn	5, 7, 9, 11, 13, etc.

PETITE SIZES

For women 5'2" and shorter	3, 5, 7, 9, 11 etc.

HALF SIZES

For stout, shorter waisted women	12½, 14½, 16½, 18½ etc.

Women's Sizes

For taller, larger women	38, 40, 42, 44 etc

Boys

Height 30" to 50" Weight 23 to 56 lbs.	2, 4, 6, 6x
Little Boys (and girls) shoe range	8½, 9, 9½, 10, 10½, 11, 11½, 12, 12½, 13, 13½, 1, 1½, 2, 2½, 3,

Growing Boys

Height 45" to 60"	6, 8, 10, 12
Weight 49 to 87 lbs.	3½, 4, 4½, 5, 5½, 6, 6½, 7
Shoe range	

Student

Height 59" to 68" Weight 100 to 138 lbs.	14, 16, 18, 20

Buy the above sizes according to the size of the boy rather than his age because children develop at different rates.

Some pants come in a slim, average and husky range.

Girls

Little Girls

Height 30" to 50"	
Weight 23 to 56 lbs.	2, 4, 6, 6X

Growing Girls

Height 50" to 60"	
Chest 26" to 32"	7, 8, 10, 12, 14,

Babies

Infants

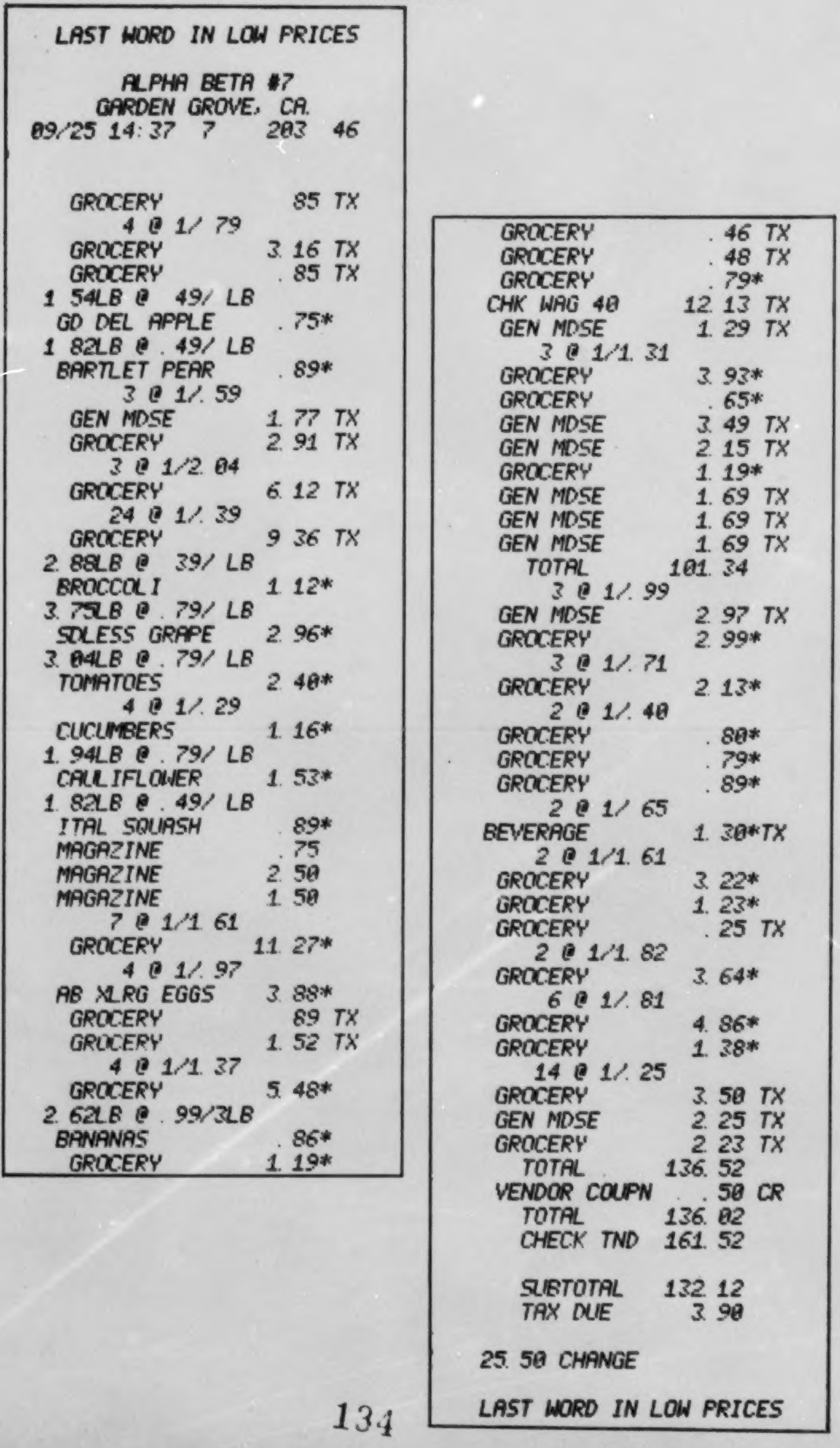
Newborn to 38"	
Newborn to 36 lbs.	NB, S, M, L, XL

Toddlers

Height 35½ to 41"	
Weight 32 to 40 lbs.	3T, 4T

This appendix was developed by the LIRS/ACNS, Hong Kong Cultural Orientation staff as a classroom handout. Our thanks to them for allowing us to include it with this monograph.

A SALES RECEIPT



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LAST WORD IN LOW PRICES

      ALPHA BETA #7
   GARDEN GROVE, CA.
09/25 14:37  7    203  46


  GROCERY           85 TX
     4 @ 1/ 79
  GROCERY         3. 16 TX
  GROCERY          . 85 TX
1 54LB @  49/ LB
 GD DEL APPLE      . 75*
1 82LB @ . 49/ LB
 BARTLET PEAR      . 89*
     3 @ 1/. 59
  GEN MDSE        1. 77 TX
  GROCERY         2. 91 TX
    3 @ 1/2. 04
  GROCERY         6. 12 TX
    24 @ 1/. 39
  GROCERY         9 36 TX
2. 88LB @  39/ LB
 BROCCOLI         1. 12*
3. 75LB @ . 79/ LB
 SDLESS GRAPE     2. 96*
3. 04LB @ . 79/ LB
 TOMATOES         2. 40*
     4 @ 1/. 29
 CUCUMBERS        1. 16*
1. 94LB @ . 79/ LB
 CAULIFLOWER      1. 53*
1. 82LB @ . 49/ LB
 ITAL SQUASH       . 89*
 MAGAZINE          . 75
 MAGAZINE         2. 50
 MAGAZINE         1. 50
    7 @ 1/1. 61
  GROCERY        11. 27*
     4 @ 1/. 97
 AB XLRG EGGS     3. 88*
  GROCERY           89 TX
  GROCERY         1. 52 TX
    4 @ 1/1. 37
  GROCERY         5. 48*
2. 62LB @ . 99/3LB
 BANANAS           . 86*
  GROCERY         1. 19*
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  GROCERY          . 46 TX
  GROCERY          . 48 TX
  GROCERY          . 79*
 CHK WAG 40      12. 13 TX
  GEN MDSE        1. 29 TX
     3 @ 1/1. 31
  GROCERY         3. 93*
  GROCERY          . 65*
  GEN MDSE        3. 49 TX
  GEN MDSE        2. 15 TX
  GROCERY         1. 19*
  GEN MDSE        1. 69 TX
  GEN MDSE        1. 69 TX
  GEN MDSE        1. 69 TX
    TOTAL       101. 34
      3 @ 1/. 99
  GEN MDSE        2. 97 TX
  GROCERY         2. 99*
      3 @ 1/. 71
  GROCERY         2. 13*
      2 @ 1/. 40
  GROCERY          . 80*
  GROCERY          . 79*
  GROCERY          . 89*
      2 @ 1/ 65
 BEVERAGE         1. 30*TX
     2 @ 1/1. 61
  GROCERY         3. 22*
  GROCERY         1. 23*
  GROCERY          . 25 TX
     2 @ 1/1. 82
  GROCERY         3. 64*
      6 @ 1/. 81
  GROCERY         4. 86*
  GROCERY         1. 38*
     14 @ 1/. 25
  GROCERY         3. 50 TX
  GEN MDSE        2. 25 TX
  GROCERY         2. 23 TX
    TOTAL       136. 52
  VENDOR COUPN   . . 50 CR
    TOTAL       136. 02
    CHECK TND   161. 52

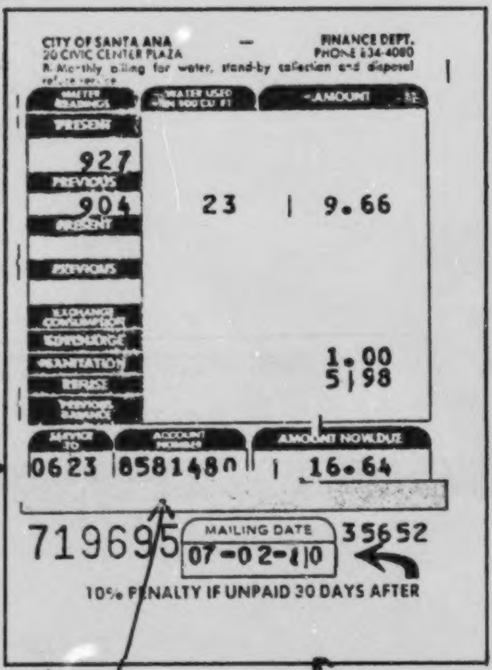
    SUBTOTAL    132. 12
    TAX DUE       3. 90

 25. 50 CHANGE

 LAST WORD IN LOW PRICES
```

Appendix 8

SAMPLE WATER BILL



CITY OF SANTA ANA — **FINANCE DEPT.**
20 CIVIC CENTER PLAZA PHONE 834-4080
Monthly billing for water, stand-by collection and disposal refuse service

METER READINGS	WATER USED IN 100 CU FT	AMOUNT
PRESENT 927		
PREVIOUS 904	23	9.66
PRESENT		
PREVIOUS		
EXCHANGE CONSUMPTION		
SURCHARGE		
SANITATION		1.00
REFUSE		5.98
PREVIOUS BALANCE		

SERVICE TO	ACCOUNT NUMBER	AMOUNT NOW DUE
0623	8581480	16.64

719695 MAILING DATE 07-02-80 35652

10% PENALTY IF UNPAID 30 DAYS AFTER

billing period

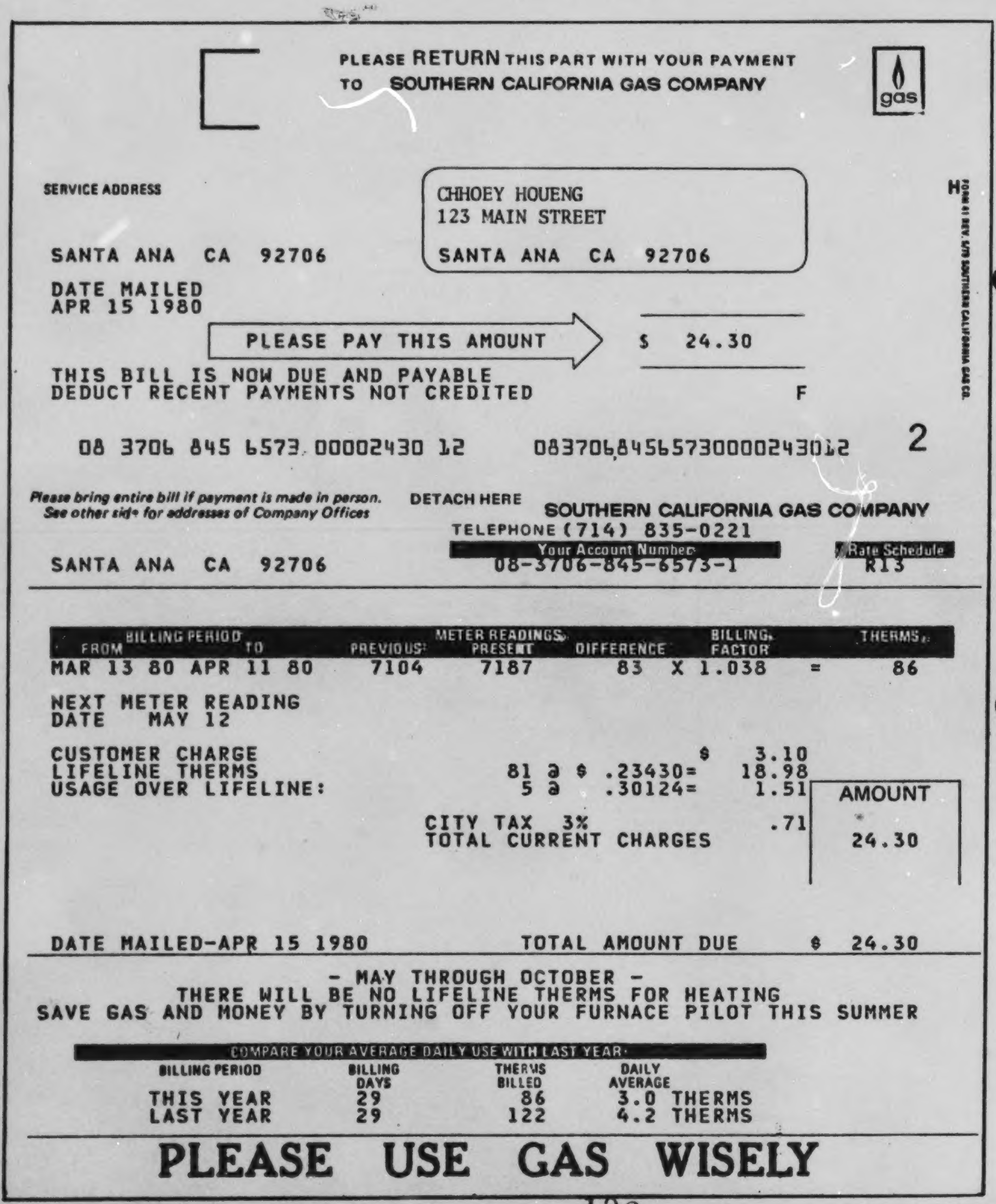
account number

due date

amount to be paid

Appendix 8.1

SAMPLE GAS BILL



PLEASE **RETURN** THIS PART WITH YOUR PAYMENT
TO **SOUTHERN CALIFORNIA GAS COMPANY**

gas

SERVICE ADDRESS

SANTA ANA CA 92706

CHHOEY HOUENG
123 MAIN STREET
SANTA ANA CA 92706

H FORM 61 REV. 5/75 SOUTHERN CALIFORNIA GAS CO.

DATE MAILED
APR 15 1980

PLEASE PAY THIS AMOUNT → $ 24.30

THIS BILL IS NOW DUE AND PAYABLE
DEDUCT RECENT PAYMENTS NOT CREDITED F

08 3706 845 6573 00002430 12 08370684565730000243012 2

Please bring entire bill if payment is made in person.
See other side for addresses of Company Offices

DETACH HERE

SOUTHERN CALIFORNIA GAS COMPANY
TELEPHONE (714) 835-0221

SANTA ANA CA 92706

Your Account Number	Rate Schedule
08-3706-845-6573-1	R13

BILLING PERIOD FROM	TO	METER READINGS PREVIOUS	PRESENT	DIFFERENCE		BILLING FACTOR		THERMS
MAR 13 80	APR 11 80	7104	7187	83	X	1.038	=	86

NEXT METER READING
DATE MAY 12

CUSTOMER CHARGE			$ 3.10
LIFELINE THERMS	81 ∂ $	.23430=	18.98
USAGE OVER LIFELINE:	5 ∂	.30124=	1.51
CITY TAX 3%			.71
TOTAL CURRENT CHARGES			

AMOUNT
24.30

DATE MAILED-APR 15 1980 TOTAL AMOUNT DUE $ 24.30

- MAY THROUGH OCTOBER -
THERE WILL BE NO LIFELINE THERMS FOR HEATING
SAVE GAS AND MONEY BY TURNING OFF YOUR FURNACE PILOT THIS SUMMER

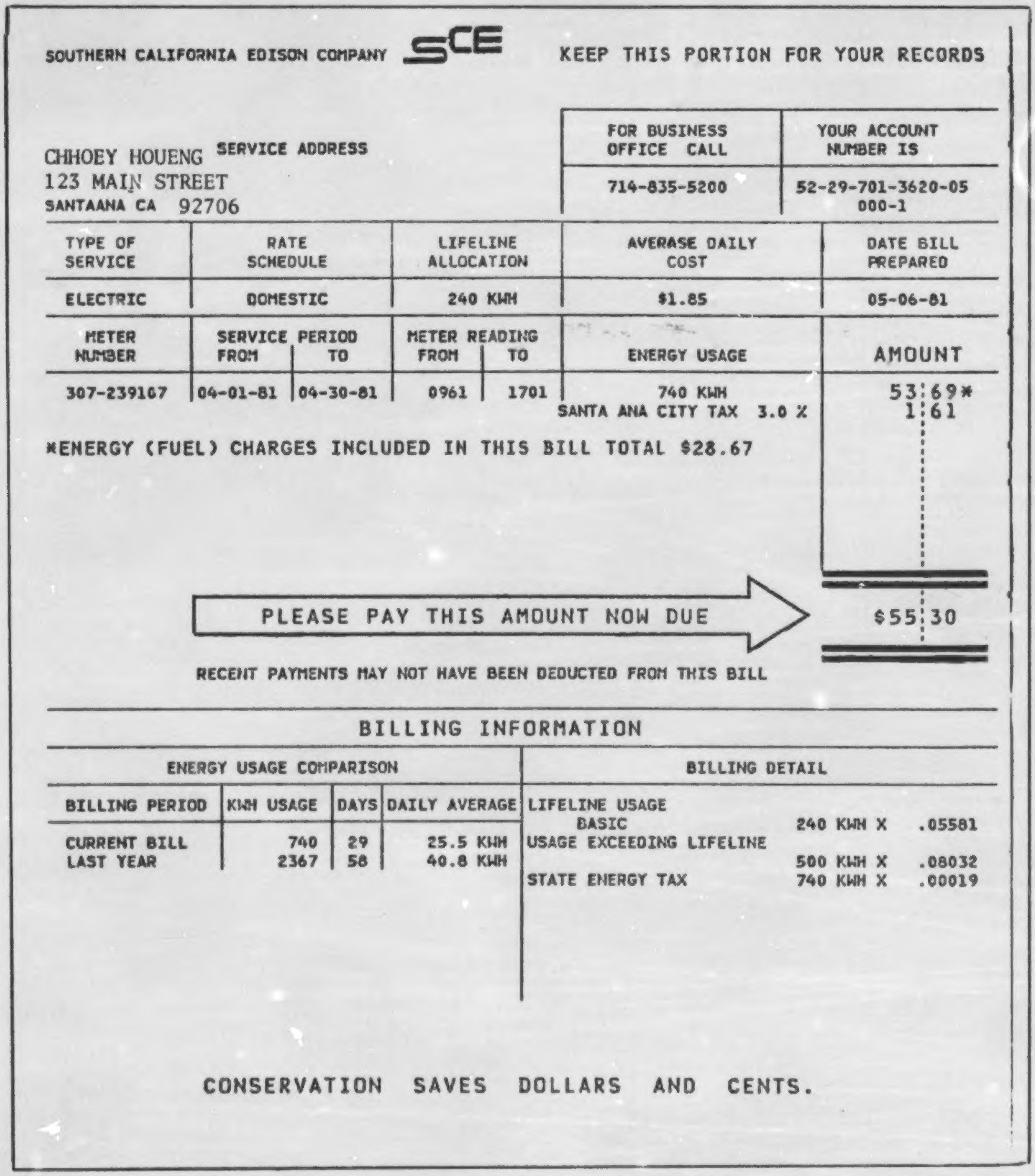
COMPARE YOUR AVERAGE DAILY USE WITH LAST YEAR

BILLING PERIOD	BILLING DAYS	THERMS BILLED	DAILY AVERAGE
THIS YEAR	29	86	3.0 THERMS
LAST YEAR	29	122	4.2 THERMS

PLEASE USE GAS WISELY

Appendix 8.2

SAMPLE ELECTRICITY BILL



SOUTHERN CALIFORNIA EDISON COMPANY SCE KEEP THIS PORTION FOR YOUR RECORDS

CHHOEY HOUENG SERVICE ADDRESS
123 MAIN STREET
SANTAANA CA 92706

FOR BUSINESS OFFICE CALL	YOUR ACCOUNT NUMBER IS
714-835-5200	52-29-701-3620-05 000-1

TYPE OF SERVICE	RATE SCHEDULE	LIFELINE ALLOCATION	AVERAGE DAILY COST	DATE BILL PREPARED
ELECTRIC	DOMESTIC	240 KWH	$1.85	05-06-81

METER NUMBER	SERVICE PERIOD FROM	SERVICE PERIOD TO	METER READING FROM	METER READING TO	ENERGY USAGE	AMOUNT
307-239167	04-01-81	04-30-81	0961	1701	740 KWH	53 69*
					SANTA ANA CITY TAX 3.0 %	1 61

*ENERGY (FUEL) CHARGES INCLUDED IN THIS BILL TOTAL $28.67

PLEASE PAY THIS AMOUNT NOW DUE $55 30

RECENT PAYMENTS MAY NOT HAVE BEEN DEDUCTED FROM THIS BILL

BILLING INFORMATION

ENERGY USAGE COMPARISON

BILLING PERIOD	KWH USAGE	DAYS	DAILY AVERAGE
CURRENT BILL	740	29	25.5 KWH
LAST YEAR	2367	58	40.8 KWH

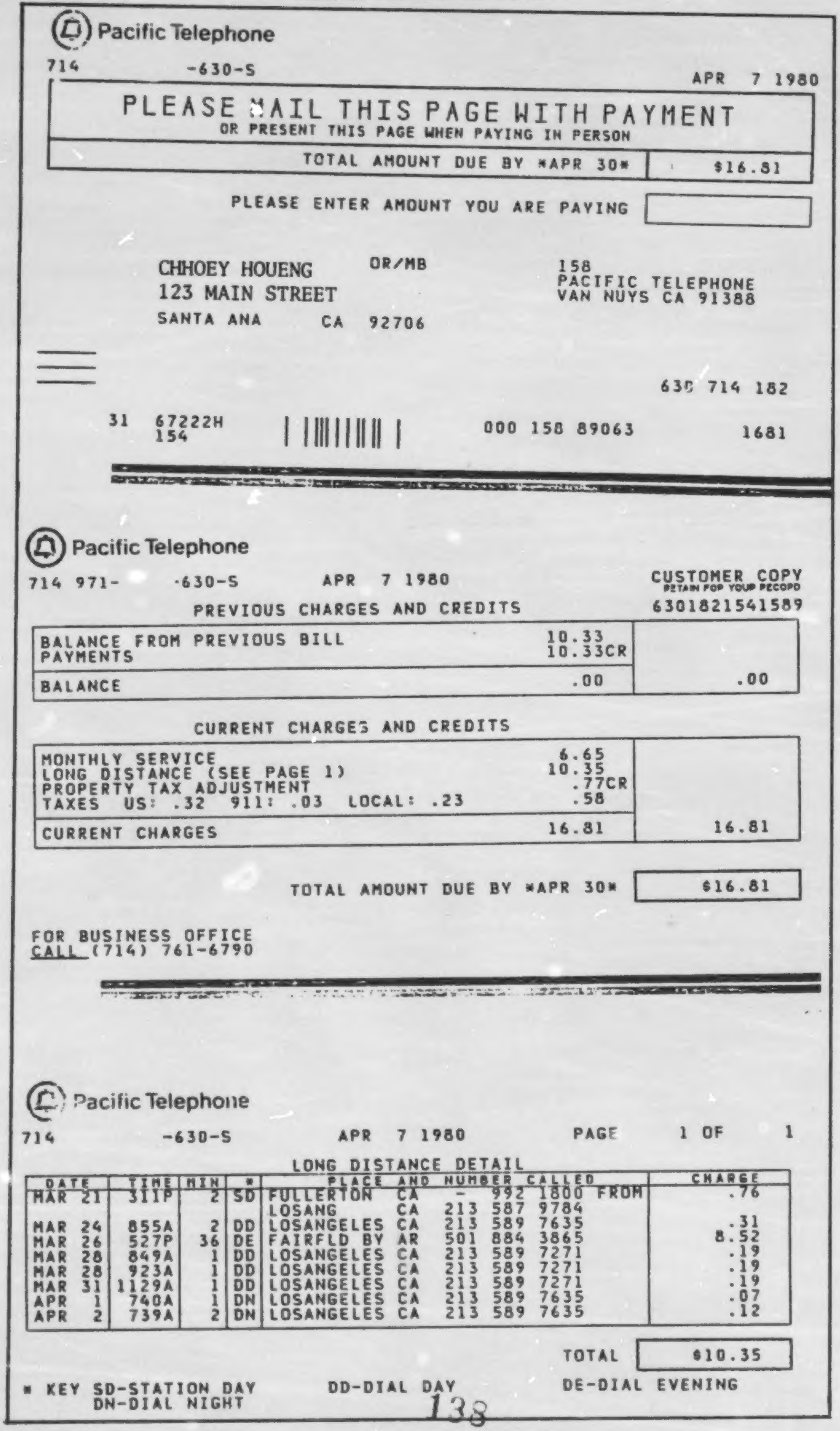
BILLING DETAIL

LIFELINE USAGE		
BASIC	240 KWH X	.05581
USAGE EXCEEDING LIFELINE	500 KWH X	.08032
STATE ENERGY TAX	740 KWH X	.00019

CONSERVATION SAVES DOLLARS AND CENTS.

Appendix 3.8

SAMPLE TELEPHONE BILL



Pacific Telephone

714 -630-S APR 7 1980

PLEASE MAIL THIS PAGE WITH PAYMENT
OR PRESENT THIS PAGE WHEN PAYING IN PERSON

TOTAL AMOUNT DUE BY *APR 30*	$16.81
PLEASE ENTER AMOUNT YOU ARE PAYING	

CHHOEY HOUENG OR/MB
123 MAIN STREET
SANTA ANA CA 92706

158
PACIFIC TELEPHONE
VAN NUYS CA 91388

630 714 182

31 67222H
154

000 158 89063 1681

Pacific Telephone

714 971- -630-S APR 7 1980

CUSTOMER COPY
RETAIN FOR YOUR RECORD
6301821541589

PREVIOUS CHARGES AND CREDITS

BALANCE FROM PREVIOUS BILL	10.33	
PAYMENTS	10.33CR	
BALANCE	.00	.00

CURRENT CHARGES AND CREDITS

MONTHLY SERVICE	6.65	
LONG DISTANCE (SEE PAGE 1)	10.35	
PROPERTY TAX ADJUSTMENT	.77CR	
TAXES US: .32 911: .03 LOCAL: .23	.58	
CURRENT CHARGES	16.81	16.81

TOTAL AMOUNT DUE BY *APR 30* $16.81

FOR BUSINESS OFFICE
CALL (714) 761-6790

Pacific Telephone

714 -630-S APR 7 1980 PAGE 1 OF 1

LONG DISTANCE DETAIL

DATE	TIME	MIN	*	PLACE AND NUMBER CALLED	CHARGE
MAR 21	311P	2	SD	FULLERTON CA - 992 1800 FROM	.76
				LOSANG CA 213 587 9784	
MAR 24	855A	2	DD	LOSANGELES CA 213 589 7635	.31
MAR 26	527P	36	DE	FAIRFLD BY AR 501 884 3865	8.52
MAR 28	849A	1	DD	LOSANGELES CA 213 589 7271	.19
MAR 28	923A	1	DD	LOSANGELES CA 213 589 7271	.19
MAR 31	1129A	1	DD	LOSANGELES CA 213 589 7271	.19
APR 1	740A	1	DN	LOSANGELES CA 213 589 7635	.07
APR 2	739A	2	DN	LOSANGELES CA 213 589 7635	.12

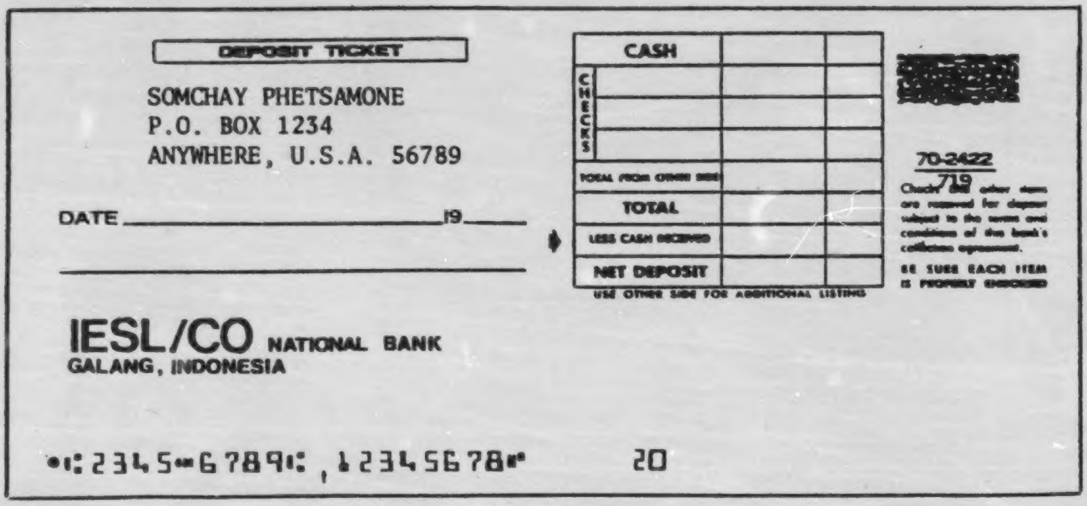
TOTAL $10.35

* KEY SD-STATION DAY DD-DIAL DAY DE-DIAL EVENING
DN-DIAL NIGHT

Appendix 9

SAMPLE CHECKING ACCOUNT DEPOSIT

Blank



DEPOSIT TICKET

SOMCHAY PHETSAMONE
P.O. BOX 1234
ANYWHERE, U.S.A. 56789

DATE ____________________ 19____

____

IESL/CO NATIONAL BANK
GALANG, INDONESIA

CASH		
CHECKS		
TOTAL FROM OTHER SIDE		
TOTAL		
LESS CASH RECEIVED		
NET DEPOSIT		

USE OTHER SIDE FOR ADDITIONAL LISTINGS

[redacted]

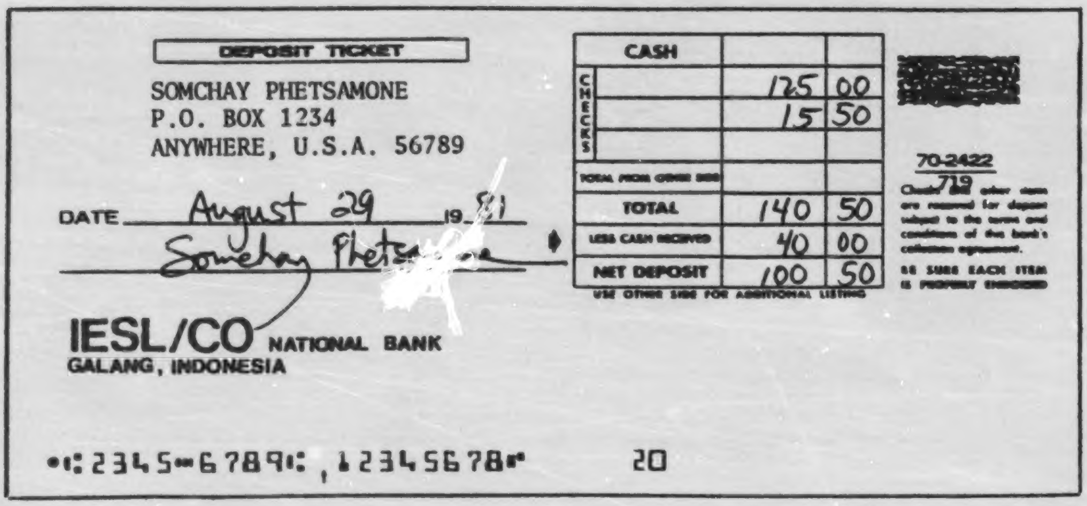
70-2422
719

Checks and other items are received for deposit subject to the terms and conditions of this bank's collection agreement.

BE SURE EACH ITEM IS PROPERLY ENDORSED

⑆2345⑉6789⑆ 12345678⑈ 20

Completed



DEPOSIT TICKET

SOMCHAY PHETSAMONE
P.O. BOX 1234
ANYWHERE, U.S.A. 56789

DATE August 29 19 81

Somchay Phets

IESL/CO NATIONAL BANK
GALANG, INDONESIA

CASH		
CHECKS	125	00
	15	50
TOTAL FROM OTHER SIDE		
TOTAL	140	50
LESS CASH RECEIVED	40	00
NET DEPOSIT	100	50

USE OTHER SIDE FOR ADDITIONAL LISTINGS

[redacted]

70-2422
719

Checks and other items are received for deposit subject to the terms and conditions of this bank's collection agreement.

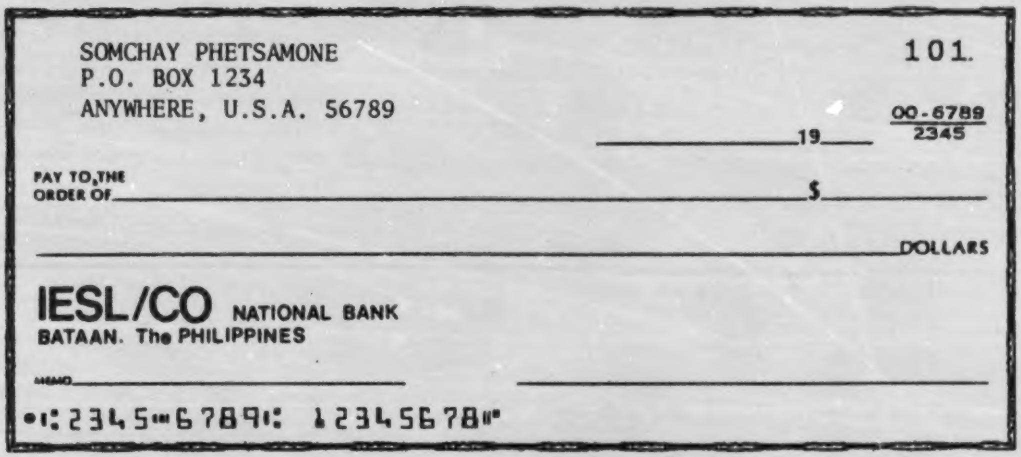
BE SURE EACH ITEM IS PROPERLY ENDORSED

⑆2345⑉6789⑆ 12345678⑈ 20

Appendix 9.1

SAMPLE CHECK

Blank



SOMCHAY PHETSAMONE
P.O. BOX 1234
ANYWHERE, U.S.A. 56789

101.

____________ 19____

00-6789
2345

PAY TO THE ORDER OF ____________________ $________

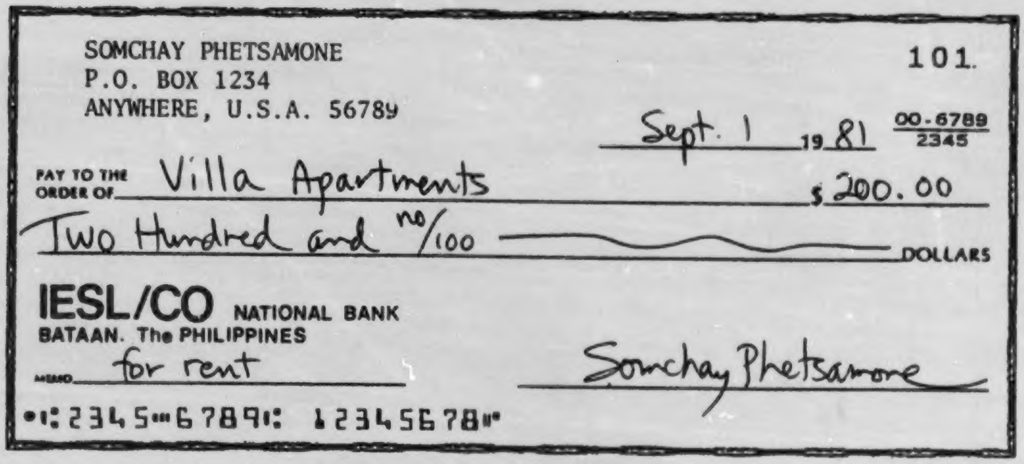
______________________________ DOLLARS

IESL/CO NATIONAL BANK
BATAAN. The PHILIPPINES

MEMO ____________ ____________

⑆2345⑉6789⑆ 12345678⑈

Completed



SOMCHAY PHETSAMONE
P.O. BOX 1234
ANYWHERE, U.S.A. 56789

101.

Sept. 1 19 81

00-6789
2345

PAY TO THE ORDER OF Villa Apartments $ 200.00

Two Hundred and no/100 ——————— DOLLARS

IESL/CO NATIONAL BANK
BATAAN. The PHILIPPINES

MEMO for rent

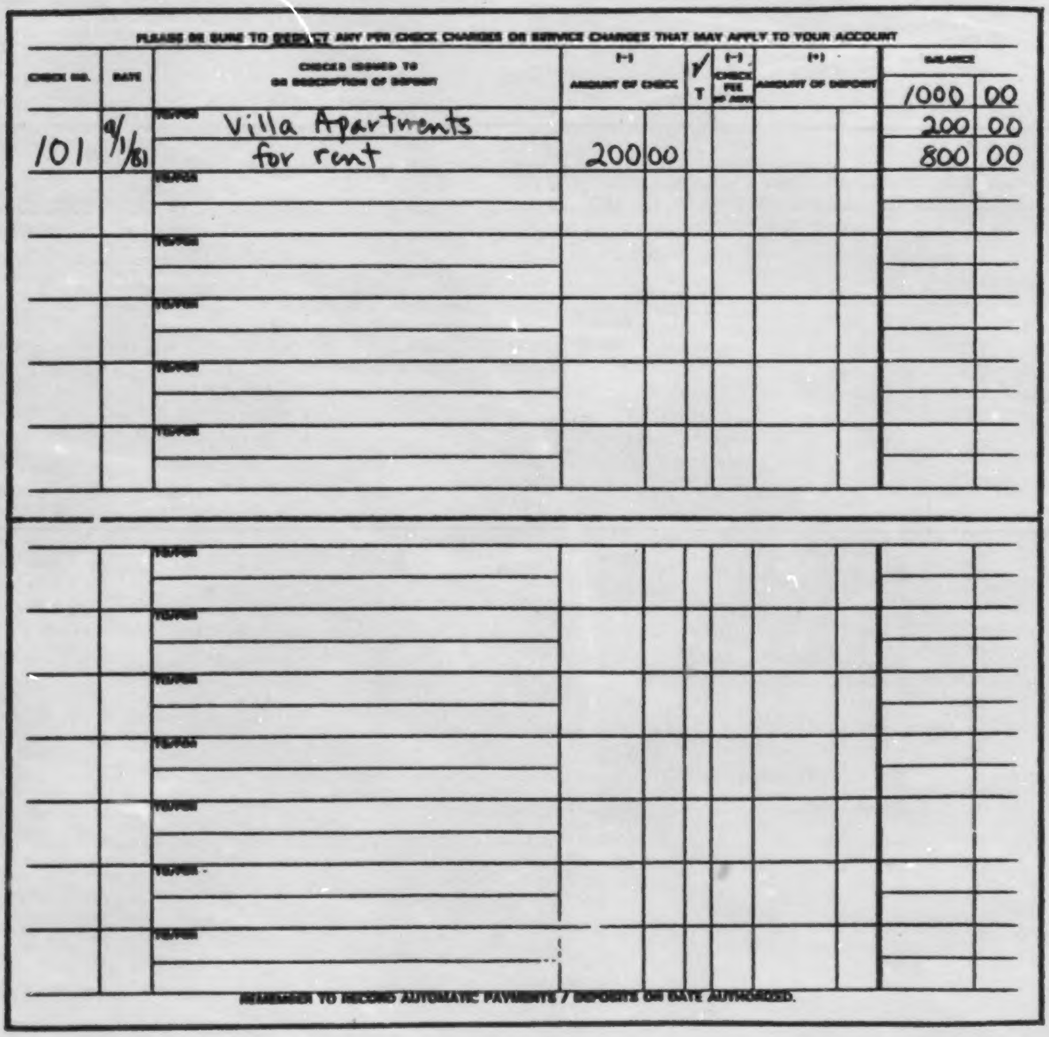
Somchay Phetsamone

⑆2345⑉6789⑆ 12345678⑈

Appendix 9.2

SAMPLE CHECK REGISTER

(Data taken from completed check in Appendix 9.1)



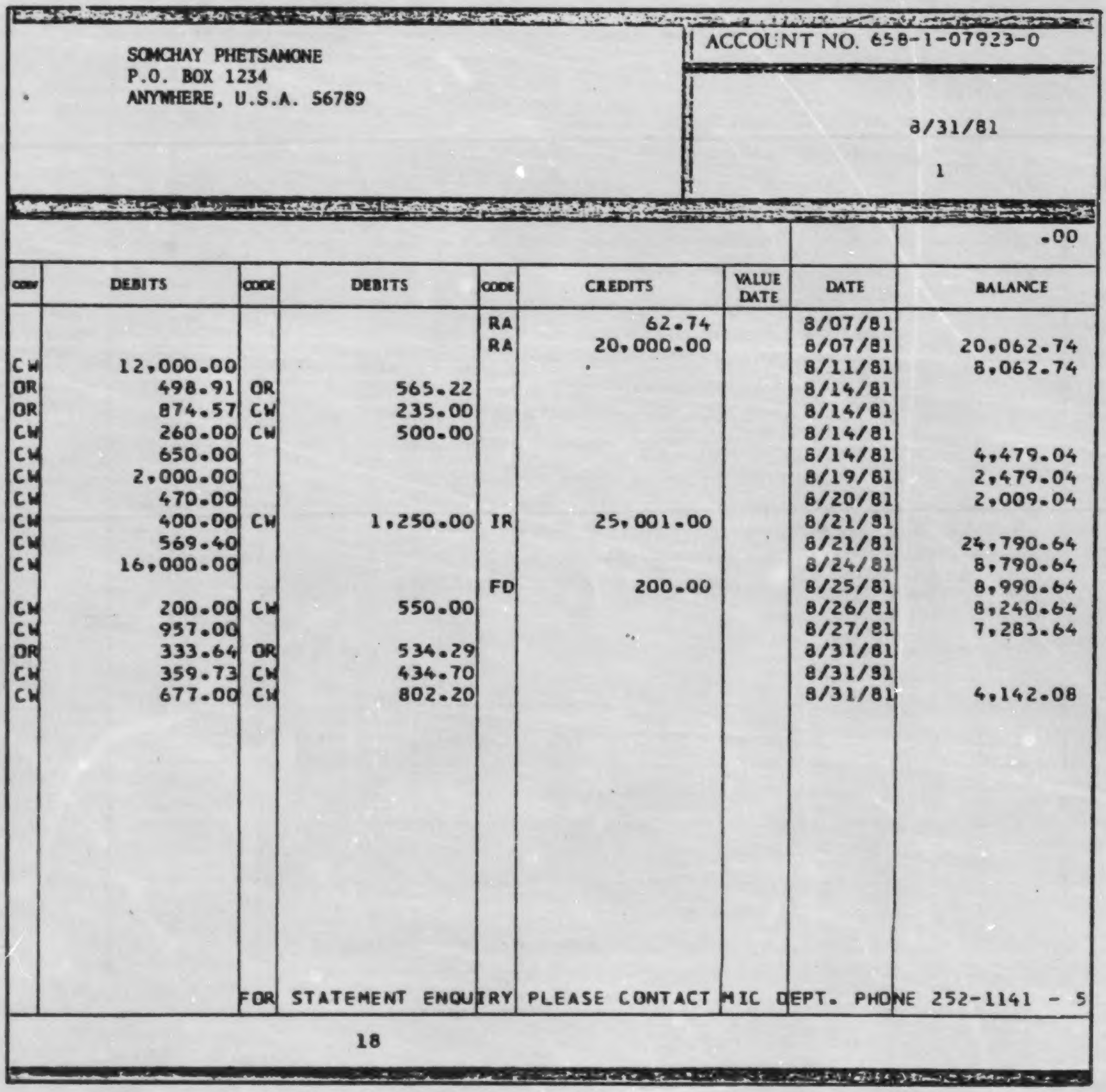
PLEASE BE SURE TO DEDUCT ANY PER CHECK CHARGES OR SERVICE CHARGES THAT MAY APPLY TO YOUR ACCOUNT

CHECK NO.	DATE	CHECKS ISSUED TO OR DESCRIPTION OF DEPOSIT	(−) AMOUNT OF CHECK	✓ T	(−) CHECK FEE IF ANY	(+) AMOUNT OF DEPOSIT	BALANCE
							1000 00
101	9/1/81	TO/FOR Villa Apartments for rent	200 00				200 00 800 00

REMEMBER TO RECORD AUTOMATIC PAYMENTS / DEPOSITS ON DATE AUTHORIZED.

Appendix 9.3

SAMPLE CHECKING ACCOUNT MONTHLY STATEMENT



SOMCHAY PHETSAMONE
P.O. BOX 1234
ANYWHERE, U.S.A. 56789

ACCOUNT NO. 658-1-07923-0

8/31/81

1

.00

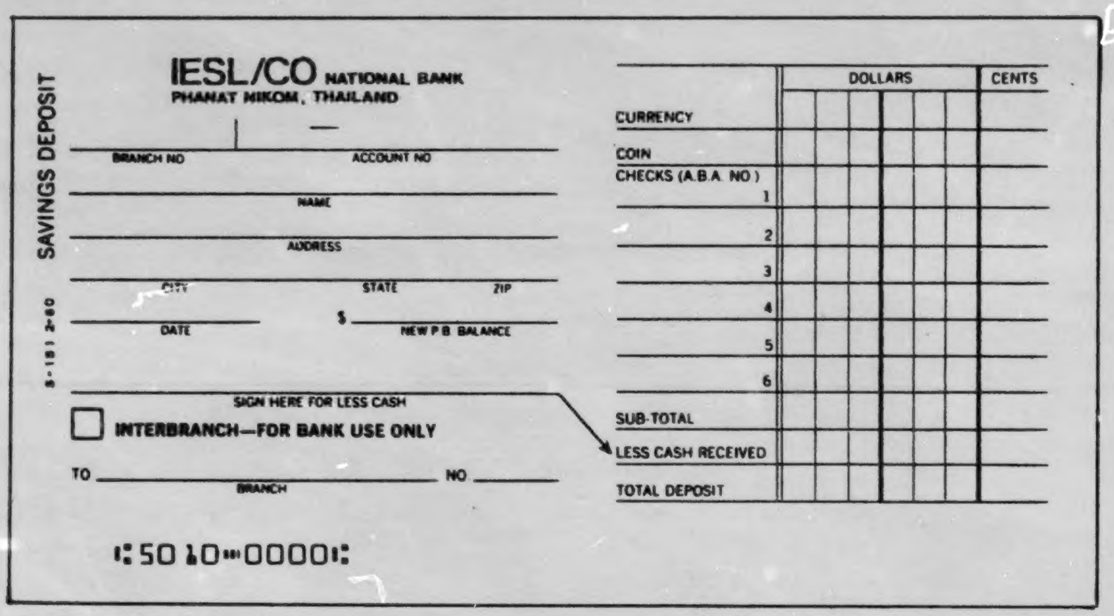
CODE	DEBITS	CODE	DEBITS	CODE	CREDITS	VALUE DATE	DATE	BALANCE
				RA	62.74		8/07/81	
				RA	20,000.00		8/07/81	20,062.74
CW	12,000.00						8/11/81	8,062.74
OR	498.91	OR	565.22				8/14/81	
OR	874.57	CW	235.00				8/14/81	
CW	260.00	CW	500.00				8/14/81	
CW	650.00						8/14/81	4,479.04
CW	2,000.00						8/19/81	2,479.04
CW	470.00						8/20/81	2,009.04
CW	400.00	CW	1,250.00	IR	25,001.00		8/21/81	
CW	569.40						8/21/81	24,790.64
CW	16,000.00						8/24/81	8,790.64
				FD	200.00		8/25/81	8,990.64
CW	200.00	CW	550.00				8/26/81	8,240.64
CW	957.00						8/27/81	7,283.64
OR	333.64	OR	534.29				8/31/81	
CW	359.73	CW	434.70				8/31/81	
CW	677.00	CW	802.20				8/31/81	4,142.08

FOR STATEMENT ENQUIRY PLEASE CONTACT MIC DEPT. PHONE 252-1141 - 5

18

Appendix 10

SAMPLE SAVINGS ACCOUNT DEPOSIT SLIP



SAVINGS DEPOSIT

5-181 2-80

IESL/CO NATIONAL BANK
PHANAT NIKOM, THAILAND

BRANCH NO — ACCOUNT NO

NAME

ADDRESS

CITY STATE ZIP

DATE $ NEW P B BALANCE

SIGN HERE FOR LESS CASH

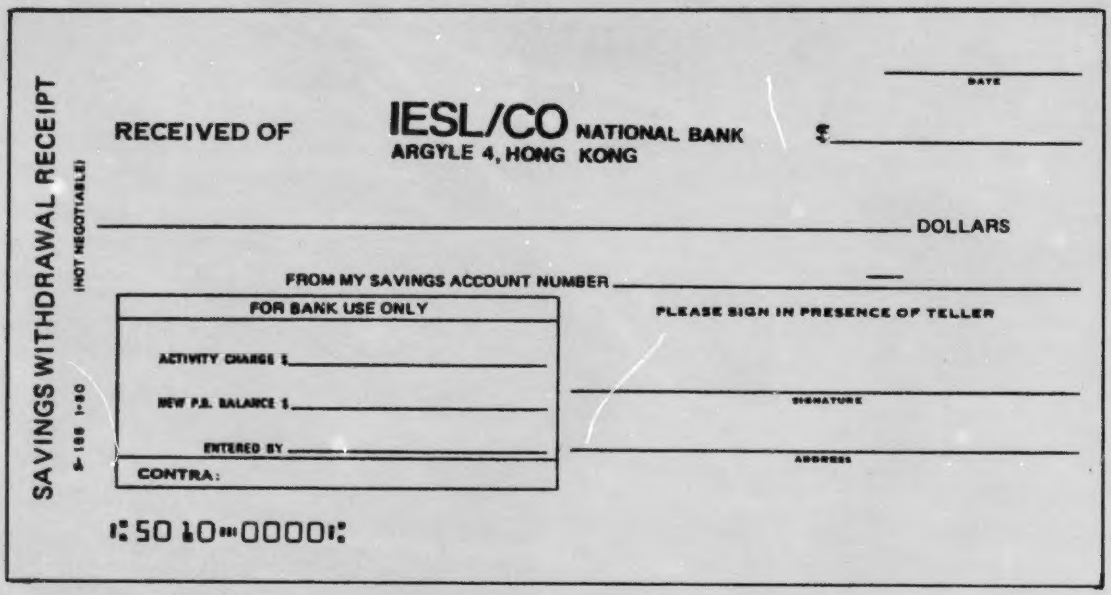
☐ **INTERBRANCH—FOR BANK USE ONLY**

TO ______ NO ______
BRANCH

⑆50 10⑈0000⑆

	DOLLARS	CENTS
CURRENCY		
COIN		
CHECKS (A.B.A. NO.) 1		
2		
3		
4		
5		
6		
SUB-TOTAL		
LESS CASH RECEIVED		
TOTAL DEPOSIT		

SAMPLE SAVINGS ACCOUNT WITHDRAWAL RECEIPT



SAVINGS WITHDRAWAL RECEIPT
(NOT NEGOTIABLE)

5-188 1-80

DATE

RECEIVED OF **IESL/CO** NATIONAL BANK $ ______
ARGYLE 4, HONG KONG

______ DOLLARS

FROM MY SAVINGS ACCOUNT NUMBER ______ —

FOR BANK USE ONLY

ACTIVITY CHARGE $ ______

NEW P.B. BALANCE $ ______

ENTERED BY ______

CONTRA:

PLEASE SIGN IN PRESENCE OF TELLER

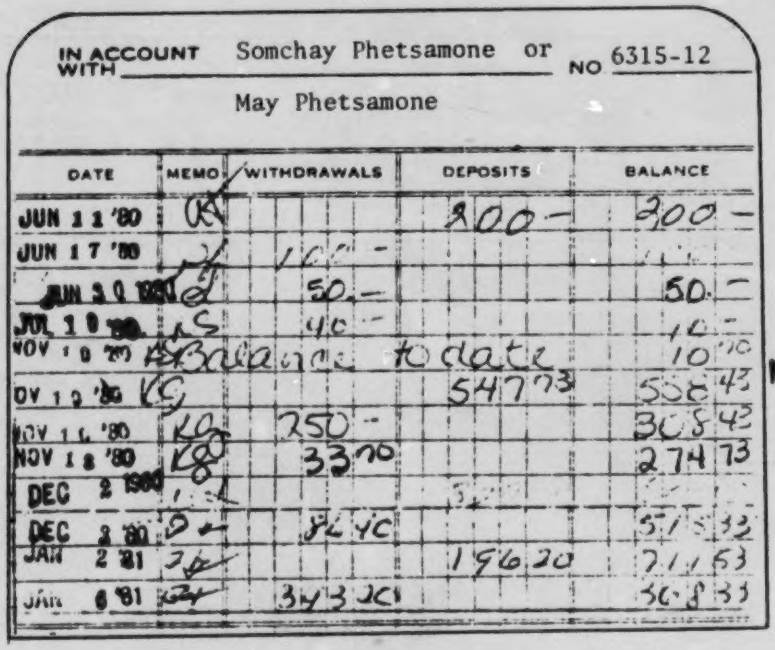
SIGNATURE

ADDRESS

⑆50 10⑈0000⑆

Appendix 10.1

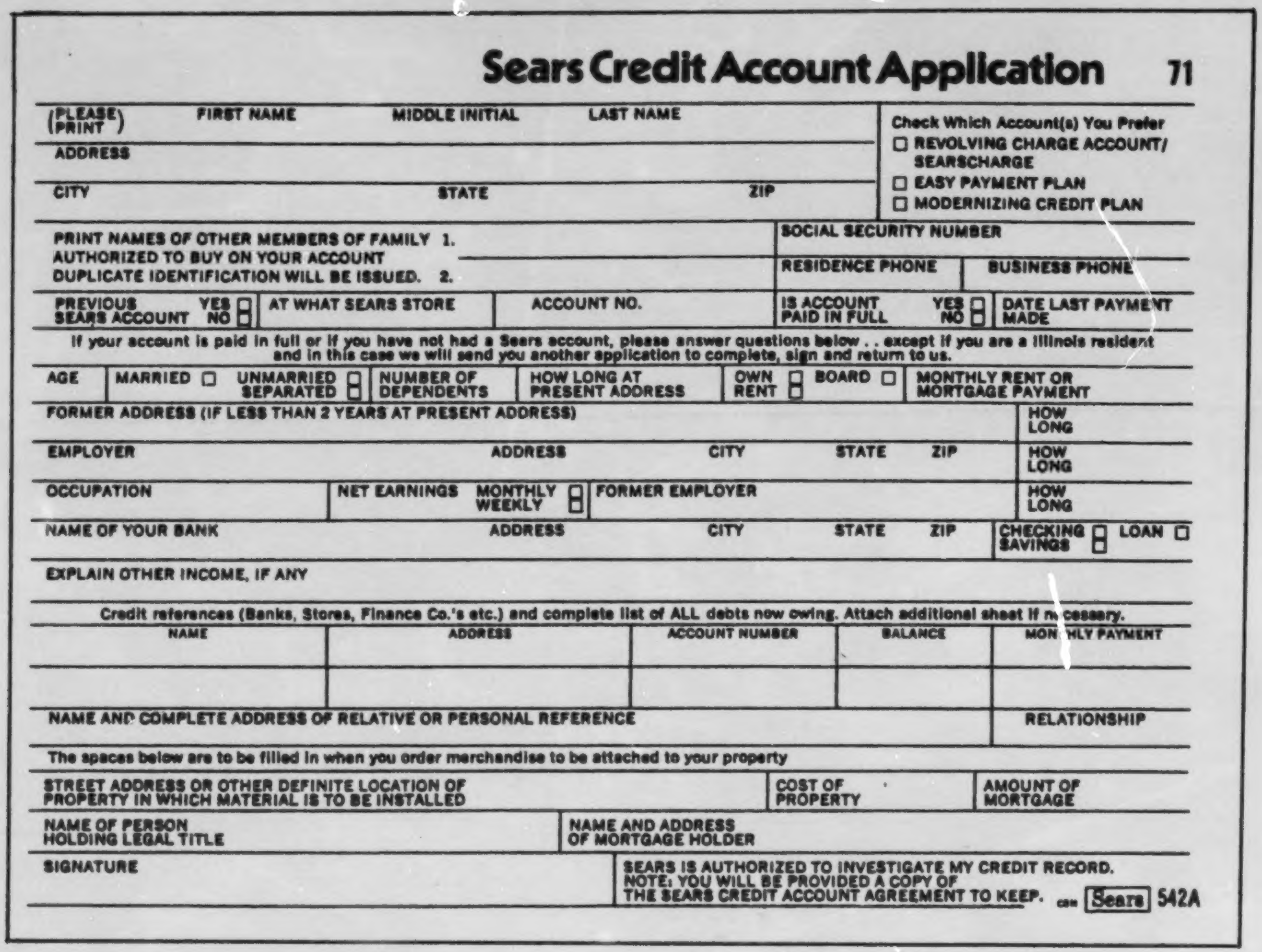
SAVINGS ACCOUNT PASSBOK EXCERPT



IN ACCOUNT WITH Somchay Phetsamone or May Phetsamone NO 6315-12

DATE	MEMO	WITHDRAWALS	DEPOSITS	BALANCE
JUN 11 '80	K		200 –	200 –
JUN 17 '80	[illegible]	100 –		[illegible]
JUN 30 1980	[illegible]	50 –		50 –
JUL 10 '80	S	40 –		10 –
NOV 10 '80	AS Balance to date			10 70
NOV 12 '80	KG		547 73	558 43
NOV 14 '80	KG	250 –		308 43
NOV 18 '80	KG	33 70		274 73
DEC 2 1980	[illegible]		[illegible]	[illegible]
DEC 3 '80	[illegible]	82 40		578 33
JAN 2 '81	[illegible]		196 20	711 53
JAN 6 '81	[illegible]	343 20		308 33

Note: Interest totalling
$0.70 added
this date



Sears Credit Account Application

71

(PLEASE PRINT) FIRST NAME MIDDLE INITIAL LAST NAME

ADDRESS

CITY STATE ZIP

Check Which Account(s) You Prefer

- ☐ REVOLVING CHARGE ACCOUNT/ SEARSCHARGE
- ☐ EASY PAYMENT PLAN
- ☐ MODERNIZING CREDIT PLAN

PRINT NAMES OF OTHER MEMBERS OF FAMILY AUTHORIZED TO BUY ON YOUR ACCOUNT DUPLICATE IDENTIFICATION WILL BE ISSUED.
1.
2.

SOCIAL SECURITY NUMBER

RESIDENCE PHONE BUSINESS PHONE

PREVIOUS SEARS ACCOUNT YES ☐ NO ☐ AT WHAT SEARS STORE ACCOUNT NO.

IS ACCOUNT PAID IN FULL YES ☐ NO ☐ DATE LAST PAYMENT MADE

If your account is paid in full or if you have not had a Sears account, please answer questions below . . except if you are a Illinois resident and in this case we will send you another application to complete, sign and return to us.

AGE MARRIED ☐ UNMARRIED ☐ SEPARATED ☐ NUMBER OF DEPENDENTS HOW LONG AT PRESENT ADDRESS OWN ☐ RENT ☐ BOARD ☐ MONTHLY RENT OR MORTGAGE PAYMENT

FORMER ADDRESS (IF LESS THAN 2 YEARS AT PRESENT ADDRESS) HOW LONG

EMPLOYER ADDRESS CITY STATE ZIP HOW LONG

OCCUPATION NET EARNINGS MONTHLY ☐ WEEKLY ☐ FORMER EMPLOYER HOW LONG

NAME OF YOUR BANK ADDRESS CITY STATE ZIP CHECKING ☐ SAVINGS ☐ LOAN ☐

EXPLAIN OTHER INCOME, IF ANY

Credit references (Banks, Stores, Finance Co.'s etc.) and complete list of ALL debts now owing. Attach additional sheet if necessary.

NAME	ADDRESS	ACCOUNT NUMBER	BALANCE	MONTHLY PAYMENT

NAME AND COMPLETE ADDRESS OF RELATIVE OR PERSONAL REFERENCE RELATIONSHIP

The spaces below are to be filled in when you order merchandise to be attached to your property

STREET ADDRESS OR OTHER DEFINITE LOCATION OF PROPERTY IN WHICH MATERIAL IS TO BE INSTALLED COST OF PROPERTY AMOUNT OF MORTGAGE

NAME OF PERSON HOLDING LEGAL TITLE NAME AND ADDRESS OF MORTGAGE HOLDER

SIGNATURE

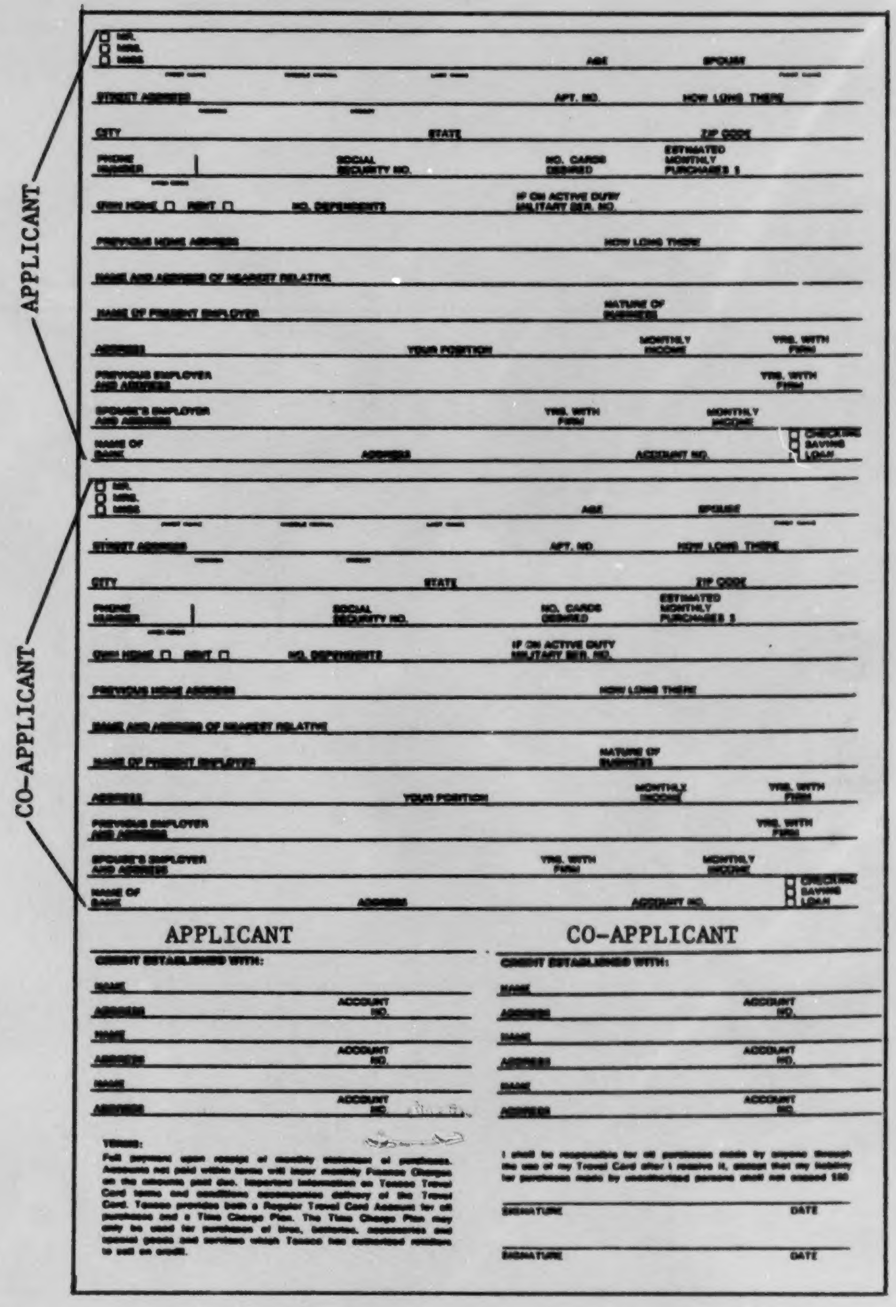
SEARS IS AUTHORIZED TO INVESTIGATE MY CREDIT RECORD.
NOTE: YOU WILL BE PROVIDED A COPY OF THE SEARS CREDIT ACCOUNT AGREEMENT TO KEEP.

Sears 542A

SAMPLE CHARGE ACCOUNT APPLICATION

Appendix 12

OIL-COMPANY CREDIT CARD APPLICATION



APPLICANT

☐ MR.
☐ MRS.
☐ MISS
AGE
SPOUSE

STREET ADDRESS
APT. NO.
HOW LONG THERE

CITY
STATE
ZIP CODE

PHONE NUMBER
SOCIAL SECURITY NO.
NO. CARDS DESIRED
ESTIMATED MONTHLY PURCHASES $

OWN HOME ☐ RENT ☐
NO. DEPENDENTS
IF ON ACTIVE DUTY MILITARY SER. NO.

PREVIOUS HOME ADDRESS
HOW LONG THERE

NAME AND ADDRESS OF NEAREST RELATIVE

NAME OF PRESENT EMPLOYER
NATURE OF BUSINESS

ADDRESS
YOUR POSITION
MONTHLY INCOME
YRS. WITH FIRM

PREVIOUS EMPLOYER AND ADDRESS
YRS. WITH FIRM

SPOUSE'S EMPLOYER AND ADDRESS
YRS. WITH FIRM
MONTHLY INCOME

NAME OF BANK
ADDRESS
ACCOUNT NO.
☐ CHECKING
☐ SAVING
☐ LOAN

CO-APPLICANT

☐ MR.
☐ MRS.
☐ MISS
AGE
SPOUSE

STREET ADDRESS
APT. NO
HOW LONG THERE

CITY
STATE
ZIP CODE

PHONE NUMBER
SOCIAL SECURITY NO.
NO. CARDS DESIRED
ESTIMATED MONTHLY PURCHASES $

OWN HOME ☐ RENT ☐
NO. DEPENDENTS
IF ON ACTIVE DUTY MILITARY SER. NO.

PREVIOUS HOME ADDRESS
HOW LONG THERE

NAME AND ADDRESS OF NEAREST RELATIVE

NAME OF PRESENT EMPLOYER
NATURE OF BUSINESS

ADDRESS
YOUR POSITION
MONTHLY INCOME
YRS. WITH FIRM

PREVIOUS EMPLOYER AND ADDRESS
YRS. WITH FIRM

SPOUSE'S EMPLOYER AND ADDRESS
YRS. WITH FIRM
MONTHLY INCOME

NAME OF BANK
ADDRESS
ACCOUNT NO.
☐ CHECKING
☐ SAVING
☐ LOAN

APPLICANT

CREDIT ESTABLISHED WITH:

NAME
ADDRESS
ACCOUNT NO.

NAME
ADDRESS
ACCOUNT NO.

NAME
ADDRESS
ACCOUNT NO.

TERMS:

Full payment upon receipt of monthly statement of purchases. Accounts not paid within terms will incur monthly Finance Charges on the amounts past due. Important information on Texaco Travel Card terms and conditions accompanies delivery of the Travel Card. Texaco provides both a Regular Travel Card Account for all purchases and a Time Charge Plan. The Time Charge Plan may only be used for purchases of tires, batteries, accessories and special goods and services which Texaco has authorized retailers to sell on credit.

CO-APPLICANT

CREDIT ESTABLISHED WITH:

NAME
ADDRESS
ACCOUNT NO.

NAME
ADDRESS
ACCOUNT NO.

NAME
ADDRESS
ACCOUNT NO.

I shall be responsible for all purchases made by anyone through the use of my Travel Card after I receive it, except that my liability for purchases made by unauthorized persons shall not exceed $50.

SIGNATURE
DATE

SIGNATURE
DATE

Education

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Appendix 1: *COMMON SCHOOLING PATTERNS IN THE U.S.* ....

Appendix 2: *THE LAOTIAN EDUCATION SYSTEM & THE EDUCATIONAL BACKGROUND OF THE HMONG REFUGEES* ...
- The Laotian Education System ....
- Elementary School ....
- Secondary School ....
- Higher Education ....
- Methods and Learning Styles ....
- Working Habits ....
- Classroom Situation ....
- Co-education ....
- General Characterisitics and/or Behavior of the Laotian Students ....

THE EDUCATIONAL BACKGROUND OF THE HMONG REFUGEES ....

Appendix 3: *ON EDUCATION IN VIETNAM* ....

Appendix 4: *ON EDUCATION IN CAMBODIA* ....

PART ONE: EDUCATION FOR CHILDREN

Kinds of Schools

Schooling Patterns. There are basically two levels of education for children between the ages of six and eighteen. The elementary level begins with the first grade when the child is about six, and extends to the eight or ninth grade when the child is about thirteen or fourteen. Schools at the elementary level are sometimes called primary schools, grade schools, elementary schools, middle schools, and possibly even junior high schools. The second level of education for children is known as the secondary level. It begins with the ninth or tenth grade when the child is about fourteen or fifteen, and continues through the twelfth grade. The schools at his level are usually known as high schools or senior high schools. While schooling patterns and the names by which schools are known may vary, this is not to imply that the content or quality of instruction is different. These varying patterns simply represent different administrative groupings. A chart which identifies the more common schooling patterns in the U.S. appears as an appepdix at the end of this chapter.

See Appendix 1, COMMON SCHOOLING PATTERNS IN THE U.S., p.

Public Schools. Every child in the U.S. can get twelve years (grades 1-12) of free public education. Education is compulsory. All children are required by law to attend school from age six, when they would normally enter the first grade, through age sixteen, by which time they would normally have completed grade ten. Parents are responsible for seeing that their child goes to school.

Handicapped or mentally retarded children also have a right to free public education. Many schools have special classes or programs for these children. In some areas there may be special schools to serve children with a particular handicap. This could be a school for the deaf or a school for the blind. Some schools may have programs for those children who are considered "gifted" or beyond normal intelligence or ability. These are sometimes called "accelerated" or "advanced placement" programs.

Private Schools. In addition to the public schools, there are many private schools in the U.S. Unlike the free education offered at public schools, private schools usually charge money, called tuition or matriculation fees, for attendance. These fees may be quite low, or very expensive. Many private schools are run by religious groups. Parents may send a child to a private school because of religious beliefs, special subjects that are offered, location, family tradition, or other such reasons.

Pre-Schools. Most areas have schools for children who are younger than six. These schools, sometimes called kindergartens, nursery schools or pre-schools, provide educational training for children prior to the first grade. Kindergartens may be a part of the public schools in some communities, and as such may or may not charge a tuition fee. In some places where kindergartens are a part of the public school system, there is an expectation that children should be enrolled. Private nursery or pre-schools will most likely require a monthly payment. These schools vary as to the ages of children they will admit.

Mainstreaming

To the extent that it is possible, U.S. public schools are required to place students in regular classrooms. This is known as "mainstreaming." Special programs or projects designed for physically or mentally disadvantaged students are not affected by this requirements. These or other programs, such as special ESL or bilinugal language programs for refugees, are usually found in most larger school districts or urban areas. In areas where no such program exist, students are placed in regular classrooms.

Enrolling a Child

It is the parent's responsibility to see that their child is enrolled in a school as soon after their arrival in the U.S. as possible. In fact, refugees are encouraged to have their children enrolled as early as the first week upon their arrival in the U.S. In order to determine which school their children should attend, parents may telephone or visit any nearby school, and ask an administrative official for guidance. Usually the sponsor assists the new arrivals in fulfilling this task. The kind of information required to enroll a child usually includes:

- full name of the child
- date of birth/age
- home address & telephone number
- immunization and medical history
- name of parents
- work address & telephone number of parent(s)

It will be necessary for the parents to take some documents with them when enrolling their child. The child's I-94 card will certainly be the most important document that they should take. Perhaps it is the only official document the child has. However, other documents that would prove useful include birth or baptismal certificates, any immunization or medical records, or any other documents obtained from local service agencies that may, for example, give the child's local address. If the parents do not speak English, they should try to find someone, perhaps another family member or an acquaintance, who can assist in providing the information that is required.

Most schools require some sort of physical examination of the child as part of the enrollment process. Parents need to inquire about such requirements at the time their child is enrolled.

Children are usually placed at a grade level according to their age. Some schools give tests to children older than six. These are placement tests, not entrance tests. These tests may be used to decide in which class the child will be placed, not to determine if the child will be allowed in the school.

Aspects of the American School

Transportation. Sometimes the school may be close to the home and children living nearby are able to walk to it. For children living further away, there are usually school buses which provide free transportation to and from the school.

Attendance. Most children attend school no more than six hours a day, Monday through Friday. Classes usually begin some time between 8 and 9 a.m., and end between 2:30 and 4 p.m. The school year usually begins in September and continues until June. The months of June, July and August make up the summer vacation period. This period is sometimes used by the school to assist students who may have missed work during the regular school year, or to provide extra or recreational-type special summer courses at which attendance is optional.

There are other short vacations or holidays during the school year. Traditional school holidays include:

- Thanksgiving
- Christmas & New Year's (Jan. 1)
- Washington's Birthday
- Easter

Some ethnic or religious groups have certain traditional holidays that are not normal school holidays. It is usually possible for children to be excused from school for these holidays or events, but it is also necessary for parents to give advance written notification for such absences.

Except for holidays and excused absences, such as illness, parents are responsible for seeing that their children attend school each day. If a child is absent, the school may contact the parents and require them to provide an explanation for the child's absence. Some schools, for example, require that the parents contact the school's administrative office the morning that the child is absent, as well as provide a written note explaining why the child was absent when he or she returns to school. Unexcused absences, especially if they occur often, may lead to the child being suspended from attending classes. The parents are then usually required to go the school and discuss their child's absences with a school official.

Regular attendance is important; however, if the child is genuinely ill, parents should take the appropriate action which may include taking a child to a local health clinic or hospital, or simply requiring the child to rest in bed. School officials do not want sick children at school where they might possibly infect other children. In fact, most schools will send children who appear ill home in order to receive the proper rest or attention.

Dress. Most schools have their own dress codes. Requirements are not strict, but usually include these general rules:

1) Students should wear clothing that is designed for public wear; for example, pajamas would not be considered appropriate clothing for school.

2) Students should wear some form of footwear.

3) Clothing should be kept clean.

Lunch. It is usually necessary for students to eat their noon meal while at school. Generally there are three ways in which students may obtain this meal. The first way is to purchase food at stores or restaurants which are located near the school. Some schools, however, do not allow students to leave the school grounds during the lunch-time period. Another way of obtaining food for students at these schools is to purchase meals at the school cafeteria. The meals served in these cafeterias are usually low-cost and well-balanced. Foods commonly served in school cafeterias include noodle dishes, sandwiches, hot dogs, hamburgers, beans and casseroles. Rice is rarely served, primarily because it is less common in the

American diet. The last way in which students may obtain a lunch meal is to bring their own. Students may also supplement what they purchase or bring to school by using vending machines. These coin-operated machines dispense a variety of foods including fruit, candy and drinks.

Books. Most public schools lend students the textbooks they will need during the year. The books must be returned to the school at the end of the school year. If a child damages, loses, or does not return a book, the child's parents usually must pay for its replacement.

ESL & Bilingual Education. Some schools have classes to teach English to non-English speaking students. These programs are usually found in areas with a high concentration of non-native English speakers. Occasionally a school may have some classes where the native language of the non-English speaking student is used along with English. The most common second language of instruction is Spanish. Bilingual instruction in an Indochinese language along with English is rare.

Subjects. All public schools in the U.S. offer courses in certain basic areas of study. These usually include reading and writing, mathematics, U.S. and world history, science, and physical education. Most students are required to take certain courses in these subject areas. Course requirements are determined by the local school board or by the state department of education. For this reason, course requirements may be different from state to state, city to city, or even school to school. This is why some schools may teach subjects which others do not.

The elementary level has mostly required subjects. The secondary level has fewer required subjects and more optional (elective) subjects from which the students can choose.

Many secondary schools offer courses in vocational areas such as auto mechanics, shop and carpentry, home economics, agriculture, and clerical or secretarial skills. Frequently, students who plan to go to work immediately after high school will take these courses to develop job skills. However, these subjects are usually offered as electives to all students in a school.

School Staff. The staff member that students and most parents are most likely to have contact with are the teachers. At the elementary level, usually one teacher is responsible for one class and will teach all the subjects to that class. At the secondary level, different teachers teach each subject. Instead of remaining in a single classroom, the students move to a different room for each subject. In addition to the teachers, the school staff usually includes administration personnel (the principal and vice-principal along with their secretarial staff), counsellors, librarians and a school nurse. Administrative personnel are charged with registration, keeping records, student discipline, and providing the general direction and supervision for the school. Counselors are usually available for helping students deal with their problems as well as providing educational and career guidance.

TEACHERS EAST AND WEST

> *Teachers in most Asian cultures have long been held in a position accorded high respect. Their authority over the student and the learning process is usually unquestioned. Teachers in American are more likely to be viewed as "partners" in the educational process. Parents and students themselves may sometimes be able to take the initiative in how and what should be taught.*

Styles of Learning. There is a great variety of learning sytles in the U.S. One style that is more common to Asia and also exists in American classrooms is the lecture method. This approach is characterized by the transfer of knowledge directly from teacher to student. Another kind of approach is "learning by doing". Students are encouraged to acquire knowledge actively rather than receiving it passively from the teacher as in the lecture method. Usually a teacher does not do all the talking. Instead of giving students all the answers, the teacher encourages students to find the answers themselves. The students may do this by discussing or even arguing about a subject in class. Or they may go to the library to find information on a certain subjects in books, magazines, or newspapers. Students might also be encouraged to do research and independent assignments either singly or in groups, or they may be encouraged to use a laboratory or other available facilities.

Styles of learning may vary from school to school and even from class to class. Some schools have special classrooms that incorporate a distinct style of learning. These classrooms may be experimental, or they may have been organized in response to the wishes of some of the parents whose children attend the school.

For information on styles of learning more common to Vietnam, Cambodia and Laos see Appendices 2-4.

Evaluation. Students are evaluated in a number of different ways. These evaluations are usually based on attendance, completion of assignments, tests, and participation in class. There are various grading systems used to represent the level of achievement of the student. Under the traditional system, a school uses the letters of the alphabet from *A* to *F*. *A* represents excellence, and *F* represents failure. Other schools may use number scales, pass/fail, or an *S* (satisfactory)/*U* (unsatisfactory) system. Some schools may not use a grading system at all, but instead rely upon a subjective written evaluation on how well each student seems to be doing.

Most schools do not have tests that students must take to pass from one grade to another or from elementary to high school. However, in some states students must take minimum requirement tests in order to graduate from high school.

Sometimes students are given standardized tests. These are tests given in many schools across the country. They do not determine whether a student passes or fails. These tests serve as a comparison between schools and students in different areas to see how well the schools are teaching and how well the students are learning.

Physical Education. Sport and physical activity in schools are popular for both boys and girls. Students are encouraged and sometimes required to participate.

Most high schools have about one hour a day of physical education (PE). During this time, students learn about and participate in a variety of sports and physical activities. Boys and girls have separate areas to change into and out of appropriate clothes for sports, and to take showers after the physical education period.

A GYM STORY

> *A Vietnamese girl in the 10th grade in Missouri reportedly refused to go to her gym class. When asked for a valid reason by the gym teacher, she simply said she didn't like gym. Only much later did the real reason come out as she revealed it to a Vietnamese friend. She objected to being seen bare-legged, wearing gym shorts. Coming from a region of Vietnam where old customs and traditions were still strong, and where women, young and old, were never to be seen bare-legged, she confessed to an intense feeling of discomfort when the gym hour came.*

> *To provide a sense of measure to this interesting case, however, we must add here the case of two other Vietnamese high school girls--one in Georgia, the other in Maryland--who were drum majorettes for their respective high school bands last year. Not all young Vietnamese refugee girls were like the one in Missouri, or, to approach the issue from the other direction, not all of them were like the two drum majorettes.*[1]

Sex Education. Sex education has traditionally been the function of the church or the family in American society. However, many schools now offer a class that gives information on the human reproductive system. This class usually gives the students information on family planning as well.

Extra-curricular Activities. In addition to regular school day classes and programs, most schools offer a range of sport and club activities during and after school hours. These may include such things as basketball, football, soccer, baseball, volleyball, drama, debate, language clubs, school newspaper or magazines, art club, and so on. Some of the clubs may be vocationally related.

Students can learn what extra-curricular activities are available at the school office. Usually, one or more teachers are responsible for supervising the various sports teams or clubs. If the student is interested in participating in any of these activities, he or she would normally approach the teacher supervisor, or any students who are members of the activity.

Some schools consider extra-curricular activities as just that--extra activities--and not a part of the child's basic school needs. Consequently, these schools may require that students maintain satisfactory grades in regular classes in order to participate in these extra-curricular activities.

EXTRA-CURRICULAR ACTIVITIES AND THE FAMILY

> *Extra-curricular activities have long been considered an important aspect of schooling. They provide students with the opportunity to work in groups and assume leadership roles. They also are*

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[1] A documented case taken from CAL National Indochinese Clearinghouse publication A Manual for Indochinese Refugee Education, 1976-77.

felt to instill healthy attitudes regarding competition.

In some cases, however, parents of newly arrived refugee children have taken a different view. Extracurricular activities to them appear to be nothing more than play. As such, after-school activities detract from the time a child has to devote to the family and household duties. Even worse, activities seem to these parents to provide too much contact between children of the opposite sex.

In some cases, peer group pressure to participate in these activities clashes with the parent's desires for their children to be at home. It is perhaps important for parents to know just what extra-curricular activities are, and what they offer, before they decide on whether or not their children should participate.

Conduct & Punishment at School. As mentioned earlier, students are expected to attend classes in which they are enrolled. If a student is absent from school or arrives late, parents are usually required to send a written note to the school explaining the student's absence or tardiness. In addition to work in class, students are expected to complete all assigned homework on time. Students who are late to class without a written excuse, or who are late in completing assignments, may be disciplined or punished.

The discipline or punishment varies. It could consist of additional homework, of having to remain after school when the other students have left, of being denied permission to participate in certain activities, or of being scolded by the principal or other school official. Physical punishment is not permitted in most public schools in the U.S.

Students are expected to work, learn, and take tests independently. Sharing answers or looking at another student's paper is considered dishonest, unless the student is following the directions of the teacher in doing so. Students are expected to do their own original work. It is considered dishonest to copy from a book when writing a paper or assignment unless you give a proper reference. One reason such behavior might be considered dishonest is because students must be graded individually on their work, and this assessment over the years becomes the means by which achievement or further opportunities in the child's education or career are determined.

If a child is caught being dishonest he may be reprimanded, asked to do his work again, given extra work, or even in some severe cases, suspended from attending school.

Working While Attending School

It is possible for students to work while attending school, and many do. Jobs for student include newspaper delivery, yard work, baby-sitting, working in a supermarket or fast-food restaurant. This work is usually done before or after regular school hours and on weekends. During summer months, when students are on vacation, many work full-time.

Common Problems

It is not unexpected that many refugee children will face major obstacles as they adjust to school life. For many children, including some teenagers, it will be their first opportunity to sit in classrooms and participate in a formal education program. Those educational skills which are already second nature to their classmates, will still seem new and bewildering to some refugee children. Taking part in group discussions or debates, being required to work independently, doing library research, and taking notes are just some of the skills that are acquired by older students during the course of their education.

Unless the refugee children already speak some English, they may find that they are ignored by their fellow classmates. For a child in a new country, that can be a very lonely feeling. This problem however, tends to disappear as the child's ability to communicate grows.

Mainstreaming, the practice of putting children directly into regular classrooms, is another potential problem area. Mainstreaming is more common in smaller cities and towns where schools have small numbers of resettled refugees and few resources for developing special programs for refugee children. In some cases interpreters are not available and the initial problems of communication are immense. It is generally the case, however, that even under such difficult circumstances, students make steady gains toward self-sufficiency and full participation in school life as children seem to have an amazing ability to learn about new languages and diverse cultures.

A more serious problem facing some refugee children, particularly in larger urban areas, is the presence of racial tensions within the schools. Confrontations between different ethnic groups may have several contributing causes. Some ethnic groups feel that newly arrived Indochinese refugees are receiving a disproportionate amount of welfare services and aid, which ultimately affects the services which they themselves may receive. The frustrations that they feel are then passed to their children who quarrel or fight with their classmates. Other confrontations may occur more simply because of mistrust or suspicion between groups of students who know little of one another's customs or attitudes. Racial confrontations, if and when they occur, are given serious attention by school officials.

Parental Responsibilities

Parents are required to play an active role in the formal education of their children. Some of their responsibilities have already been discussed:

- registering their child
- seeing that their child attends school regularly
- explaining a child's absence from school
- seeing that their child has a lunch or lunch money

There are other responsibilities. Though public education is relatively there are still some costs involved that must be paid by the parents. Book rentals, miscellaneous school supplies, or special fees for PE classes or club activities are some examples of extra costs that may be incurred by parents of school children.

In addition parents are encouraged to observe their children in school and to discuss their children's progress with the teacher. Some schools schedule regular parent-teacher conferences several times a year to do this. A teacher sometimes calls parents to discuss a problem their child is having or simply to let the parents know how their child is doing. Most schools also have a Parent-Teacher Association (P.T.A.). At regularly scheduled meetings, parents and teachers may discuss school programs and policies, ways of improving education at the school, and a variety of other topics.

PARENTS & TEACHERS

Traditionally, throughout much of Southeast Asia, teachers are considered the experts regarding the education of children. Many parents would not question the teachers' knowledge or authority in educating their child, or become involved in school affairs.

> *In America this apparent lack of involvement is often interpreted as a lack of concern by parents for their children. American teachers usually appreciate comments or questions from parents. Such communication helps them assess how they are performing their job, and provides the teacher with an opportunity to let parents know how their child is doing at school.*

Paying for an Education

In general, public schools for grades one through twelve and sometimes also including kindergarten, are funded by the government through taxation. Usually this tax burden falls on the property owners within a given school district, who are required to pay annually a certain percentage of their property's value for the funding of the local public schools. This is true whether or not they have children who attend these schools. Private schools that serve students in grades one through twelve must establish their own sources for funding. That is why such schools usually charge a set tuition fee for all students, whereas public schools provide free instruction.

Most pre-schools are private, so a tuition or attendance fee is required. Child-care centers which fall into the pre-school category may have other funding sources which allow them to serve families from lower-income groups.

Beyond High School

Free public education usually ends with high school. After completing high school, a student may decide to work or to attend a college or a vocational/technical school. Things to keep in mind about study after high school:

> Education after high school is not free and may be very expensive.
>
> American education is quite flexible. An individual can work first and go to college later, or can do both at the same time.
>
> An individual can go to one college first and transfer to another later.
>
> Colleges and universities may be privately owned and run, or they may be owned and run by the county or state in which they are located.

> Some colleges and universities may require special English tests for students who speak English as a second language. If the test results indicate that the prospective student's ability in English is below standard, the student may be required to attend special ESL classes and/or begin school on a probationary basis.

High school students can get information about opportunities after high school from their high school counselor.

PART TWO: EDUCATION FOR ADULTS

Introduction

Education is a life-long process. Many Americans express their belief in this assertion through their continual involvement in schooling and educational activities. Unlike at the public school level, however, the burden for paying falls more directly on the student. The following is a brief description of some of the more common institutions and programs that exist for adult learners.

Colleges & Universities

Perhaps the most common institution of formal education for adults is the two or four-year college or university. Two-year junior or community colleges focus primarily on vocational skills, but also provide preparatory general education for students wishing to transfer to four-year institutions. Four-year colleges and universities, on the other hand, focus most of their resources on a wide range of bachelor degree programs in the areas of pure science, social science, arts and humanities. Students are usually required to complete a general core curriculum their first two years before concentrating on their chosen field (e.g., physics, mathematics, education, art history, psychology) for their last two years. In addition, these institutions usually offer advanced study beyond the bachelor's degree level, commonly referred to as graduate school.

Costs for attending colleges or universities vary greatly. State or county-run institutions which receive government support usually have a lower tuition or fee than private institutions which must rely more heavily on student support. Low-interest loans for college students are offered by both the federal government and by some wealthier schools and charitable organizations. By far the most common source of grants or scholarships is the U.S. government which funds the Basic Educational Opportunity Grant (BEOG). This grant is designed to assist students with a demonstrated need. Along with the BEOG, the U.S. government offers various scholarships for bright, but needy students as well as a work-study program that pays students for part-time work while they attend school. Exact information and applications for these programs must be obtained from the financial aids office of the college or university that is to be attended. Funds for these programs are likely to be reduced in the future, hence, competition.

Vocational & Technical Schools

Vocational or technical schools specialize in training people for certain occupations. Such programs are available in private vocational or technical schools, and also as separate programs in many junior or community colleges. These programs usually charge a tuition, the amount of which varies. Typical examples of occupational programs that are offered by these institutions include welding, medical or dental technology, electronics assembly, computer programing, auto body repair, and various secretarial positions.

Adult Education Programs & Classes

Many local adult education programs and classes offer such things as adult high school diplomas, English-as-a-second-language classes, and other general classes that meet a variety of interests. Many of these programs enjoy outside funding and may cost the student little or nothing. Others are designed to give people a chance to exchange their knowledge or skills with others. These programs are often conducted at local elementary or secondary schools during the evening hours and require only a small fee. Besides the classes mentioned above, other classes which are typically offered include painting, pottery, sewing, cooking and auto mechanics.

Correspondence Courses

Correspondence courses allow the student to study at home at his own speed. Typically, students will receive reading and test materials in the mail. After reading a certain amount of text, they are given an assignment or test which they complete and forward to the correspondence school or center. Such study continues until all the prescribed material has been completed for a given course.

Many of these programs are legitimate, while others make promises about training and employment that they cannot possibly keep. Many newly arrived refugees have been victimized by such programs. A suggested course of action to take before enrolling in correspondence programs is to check with the local Better Business Bureau or talk to people who have graduated from the program.

Special Programs

CETA. In the past the Comprehensive Employment and Training Act (CETA) has provided more vocational training for refugees than any other single program. CETA's goal is to provide training and employment opportunities to increase the earnings of economically disadvantaged, unemployed, or under-employed persons. CETA funding has been severely cut and is no longer available in many areas.

Refugees must meet the same CETA eligibility requirements that are applicable to the general population. These eligibility requirements are based upon consideration of economic and unemployment circumstances. The exact requirements vary according to the CETA program under which participation is sought and the local policies of regional offices and the particular CETA projects.

CETA is not an entitlement program, and completion of full eligibility requirements does not grant immediate admission into the program. CETA resources are limited and are likely to be reduced even more in the future. In addition, there are often waiting lists, either because a program is full or it has yet to start.

Refugees can learn about CETA programs from their local state employment offices, or call the toll-free CETA/Job Corps number at (800) 424-2925.

Job Corps. The Job Corps comprehensive program (which sometimes includes residential facilities) has been particularly attractive to refugees. The purpose of Job Corps is to assist young people who need and can benefit from intensive programs in education, vocational skills training, and other services. All enrollees are unemployed people between the ages of 16 and 21 who volunteer for the program. The goal is to help them become responsible adults, prepared to obtain and hold productive jobs, return to school, or satisfy armed forces entrance requirements. Staff at Job Corps centers designated to receive Indochinese youth have participated in training sessions in cultural awareness, use of community resources, health-related concerns and ESL.[2]

Like CETA, Job Corps funding is likely to be reduced in the near future. However, refugees can learn more about remaining projects at their local state employment office, or call the toll-free CETA/Job Corps number at (800) 424-2925.

English as a Second Language/Cultural Orientation. Most areas of the U.S. have places where non-English speaking adults can learn English or receive instruction about living in a new culture. Some common agencies or programs in addition to the programs mentioned above include:

STATE AND LOCAL AGENCIES. Some state and local government offices provide funding for ESL and cultural orientation classes for specific periods of time following arrival in the U.S.

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[2] The information on CETA and Job Corps has been taken from the Refugee Resettlement Resource Book: A Guide to Federal Programs and National Support Projects to Assist in Refugee Resettlement, published jointly by the office of the U.S. Coordinator for Refugee Affairs and the Department of Health & Human Services.

VOLUNTARY AGENCIES. *VOLAGS* sometimes provide special ESL and cultural orientation classes for refugees. Newly arrived refugees should inquire about such classes at their local *VOLAG* offices or through their sponsors.

CHURCHES. Churches and other religious groups involved in refugee resettlement sometimes offer special English or cultural orientation classes.

INDOCHINESE MUTUAL ASSISTANCE ASSOCIATIONS. MAA's also offer special programs or classes in language and cultural orientation. Some of these organizations have regularly published newsletters which contain useful information for new arrivals.

COMMERCIAL LANGUAGE SCHOOLS. These offer ESL classes but they are usually quite expensive.

On-the-Job Training (OJT)

Perhaps one of the more common methods for obtaining job skills is to receive training while actually working. Skills learned in this manner remain even if the job itself disappears. Once trained, a worker is usually in a better position for advancement or for finding new or additional employment.

It is considered proper for a prospective employee to ask about on-going training during the job interview. In fact, many employers would likely be impressed by a job candidate who is interested in such opportunities.

On-the-job training generally occurs in one of two ways. The first way involves on-going training in which a new employee learns how to handle new equipment/procedures while actually doing the job. The second way is for a company or business to set up a separate program where the employee might leave the typical work load for a given time each day or for a set number of weeks, in order to acquire knowledge or new skills which might not necessarily be related to his present job. At the end of this training, the employee might be given a new position or job that utilizes this training.

Opportunities presented by OJT should not be overlooked. Many company or business managers have begun their careers in the lowest positions within their organizations. Their advancement has probably depended on their demonstrated skill, motivation and, most likely, willingness to take advantage of any on-going training opportunities.

Military Service

One source of training that is often overlooked is that which is provided by the U.S. armed services and the National Guard. Whereas enlistment in the armed services requires a full-time commitment, the National Guard is "part-time" military service that is designed for people who work full-time at regular civilian jobs. Meetings of each local unit occur on the weekend and usually include an annual encampment which lasts approximately two weeks. In return, members receive training in specialized fields and are given part-time pay.

Requirements for joining the National Guard or the regular armed services are basically the same:

- Each person must possess a Permanent Resident Alien Card (1-51). Refugees are eligible to apply for this card after they have lived in the U.S. for one year.
- Each person must pass a physical examination.
- Each person must take a written test in English.
- Each person must go through a security check.

The security check for the National Guard is called the National Agency Check and requires both personal documents/ affidavits and references as to previous work history or military history. It is possible to become a member of the National Guard while the security check takes place.

Where There Are No Programs

In some cases refugees will find themselves in a position where it might not be possible to attend formal programs in ESL or cultural orientation. Perhaps they are working full-time, and ESL classes operate during conflicting time periods. Perhaps they are resettled in smaller rural areas where ESL/ cultural orientation programs or public transportation to them are non-existent. Whatever the circumstances, it is still possible for newly arrived refugees to take a more active role in learning more about the new culture and language with which they must cope. Some hints as to how to do this include:

Tutors. Many times newly arrived refugees will have the opportunity to study English with a tutor. The tutor could be the sponsor, a neighbor, or a new acquaintance from a community organization or church. While some tutors volunteer their services, others (particularly professional tutors) expect some form of payment.

It is up to the refugee to decide on acceptable terms if some form of payment is required. Some simple courtesies that might be extended to volunteer tutors include offering to teach something in return (the refugee's native language or handicraft techniques, for instance), being flexible to the time constraints of the tutor, and indicating thankfulness in appropriate ways (saying thank you, giving small gifts, etc.)

Venturing Out. Perhaps the most advantageous tool for the new arrival is an attitude that allows him to take the initiative in learning about his new culture and the English language. "This" means using all available opportunities to use English or to learn about American culture. A refugee has many such opportunities during the course of the day. Speaking to co-workers, with neighbors, or with grocers at the local market are just some examples. Leaving the relative security of the home to explore the surrounding neighborhood, utilizing public facilities and interacting with other people are other ways to learn about American culture. Venturing out means that the person understands that initially he may fail in his attempts to communicate with his new neighbors. But this failure itself may provide valuable lessons. It is generally true that those refugees who are persistent in learning about American culture and English are the first to succeed.

Education & Employment

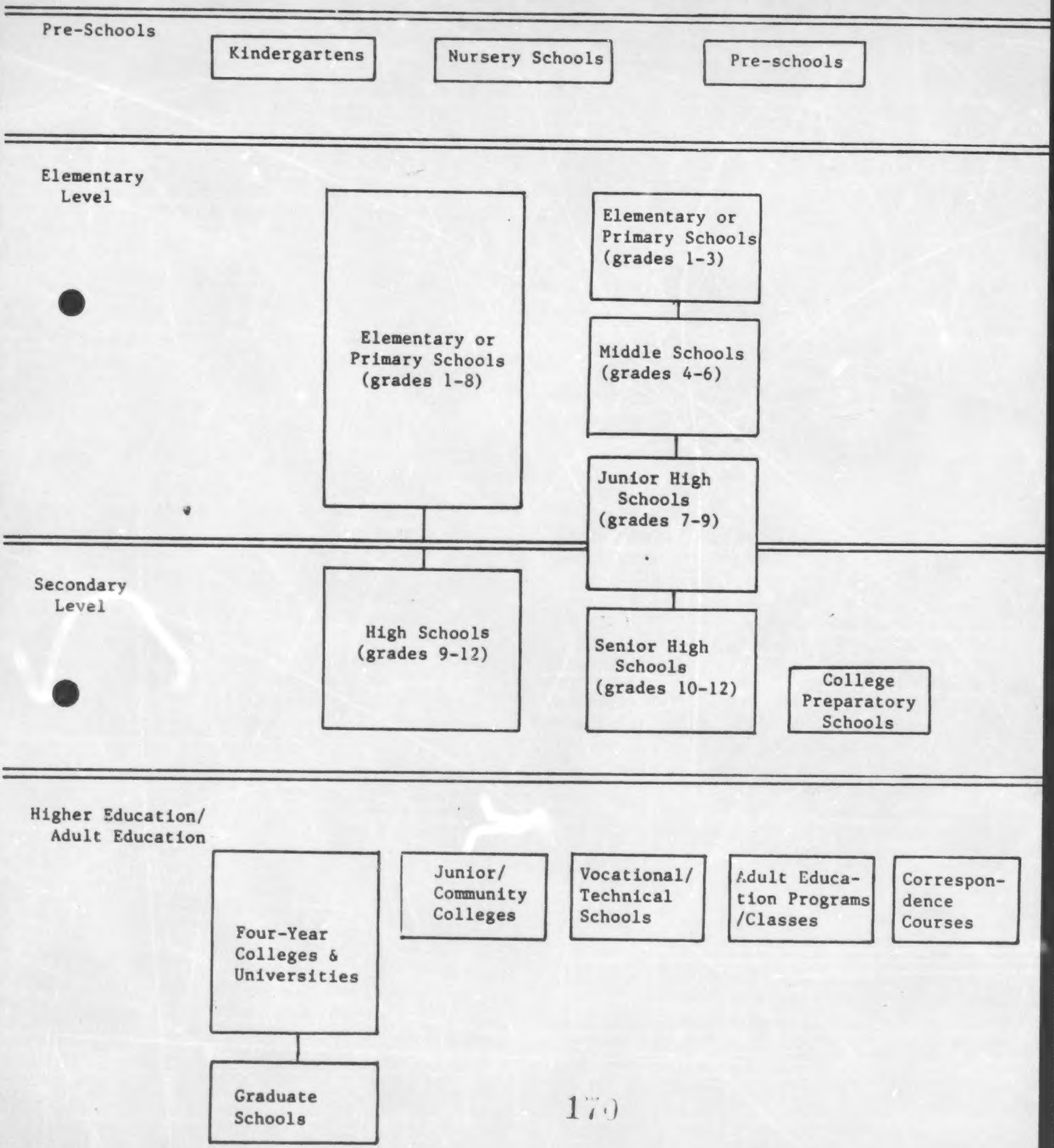
For most Americans, education (particularly for adults) is viewed as a preparation for employment and a meaningful and satisfying career. Initial employment once realized, however, is rarely the end-point of an individual's career. Embedded deeply into both the American conscience and the job market structure is the concept of "upward mobility." This concept reflects a motivation that individuals have for improving their work position. The job market system legitimizes such motivations. One consequence of this is the shifting of individuals from one position to another based on their ability and desire to improve their economic/employment status. Education continues to serve as one means by which better employment opportunities continue to be realized.

It is common, therefore, for many adults to work full-time while studying part-time. Many educational/vocational programs are designed with these kinds of students in mind. It is also common for individuals to work for some time and then stop (provided they have some means for support), in order to become full-time students to improve or change their employment prospects.

At one time it was generally true that the more education one received, the greater his earnings potential would be. This is less true in American society today. In fact, some skilled positions pay equivalent or higher salaries than professional positions that require much more schooling.

It is important, therefore, in determining what sort of educational programs are best for any particular individual, to make a careful analysis of the job market opportunities in the area in which the individual plans on settling. A good source for such information is the local state employment counselor. It is equally important to consider the kinds of opportunities presented by full-time employment (including on-the-job training, seniority rights, etc.) that may make formal education programs a more beneficial endeavor at some future point.

COMMON SCHOOLING PATTERNS IN THE U.S.


Pre-Schools
Kindergartens
Nursery Schools
Pre-schools
Elementary Level
Elementary or Primary Schools (grades 1-8)
Elementary or Primary Schools (grades 1-3)
Middle Schools (grades 4-6)
Junior High Schools (grades 7-9)
Secondary Level
High Schools (grades 9-12)
Senior High Schools (grades 10-12)
College Preparatory Schools
Higher Education/ Adult Education
Four-Year Colleges & Universities
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Junior/ Community Colleges
Vocational/ Technical Schools
Adult Education Programs /Classes
Correspondence Courses

Appendix 2

THE LAOTIAN EDUCATION SYSTEM
AND
THE EDUCATIONAL BACKGROUND OF THE HMONG REFUGEES

taken from a report compiled by
Xeu Vang Vangyi
Executive Director
Lao Family Community, Inc.

THE LAOTIAN EDUCATION SYSTEM

The major religion of Laos is Buddhism and the traditional Buddhist educational system taught people how to read and write in the temple. If one did not believe in Buddhism, there was no way to go to school. Therefore it was not an open school were everyone could attend, and because of this schools in the temple or pagoda were limited.

During the French occupation of Laos, the traditional Buddhist system of education was still in practice, though not widely. When the French instituted their public school system if gave an opportunity to anyone to attend. The official language of Laos was then French. The English language was also taught in schools as a second language from about 1955 by the French instructors.

After Laos gained its independency from France, the education system was then under the jurisdiction of the Ministry of Education, which was divided into several directorates: higher education: college of education, college of medicine: secondary education: technical school, public secondary school, rural craft schools, home economics schools, arts school; and primary education: religious school, public school and school of classical dance and music. Each directorate formulated its own rules, curricula and programs, all of which had to be approved by the Ministry of National Education before they were implemented. Since the system was geared towards theoretical and academic training, the whole system of education was reformed in 1962 by placing emphasis on practical and vocational training. However, the reformed system was not realized completely because of the lack of qualified teachers, equipment, and the unfavorable reaction of parents who wanted to keep the traditional system.

In about 1968 when the Laotian government finally decided that they should rely upon their native language, it meant the official language and medium of instruction in all public and private schools should be in Laotian.

Elementary School

Elementary school consists of two cycles with three grade levels in each. At the end of the first cycle (grades 1-3), an examination had to be successfully passed to enter the second cycle (grades 4-6). Upon completion of grade 6, a student was permitted to take the entrance exam for secondary or technical school. The normal age for entering elementary school is six. However, many do not enter until a later age due to family problems. During the first cycle, a foreign language (usually French) is introduced at the beginning of the fourth grade and

English at the seventh grade. The educational program for the two cycles is as follows:

A. First Cycle:

- spelling, handwriting, drawing
- basic math (addition, subtraction, etc. the French metric)
- health (physical education, hygiene)
- social studies
- French

B. Second Cycle:

- French
- Language arts (vocabulary, themes, descriptives and grammar)
- math (decimals, fractions, units of surface, volume, length, area, capacity, etc.)
- science (human body, weight, gravity, air pressure, evaporation, gas engines, common and contagious diseases, etc.)
- social studies

Secondary School

Secondary school consists of two cycles also. The first cycle (college includes grades 7-10, while the second cycle (lycée) includes grades 11-13. There are five types of secondary schools in Laos: academic, teacher training, technical, agricultural, and religious schools. Age requirements are 11-14 years for the academic and 14-16 years for the vocational and professional schools. The majority of the students are enrolled in academic schools.

To be admitted to secondary schools, the student must pass an entrance exam given the last month of the academic year. If the student fails, he must wait until the next year to retake the exam. While waiting, he may attend a private school and take one or two courses. The first cycle consists of a general educational program. The subject matter includes: arithmetic, basic algebra, geometry, general science, basic biology, chemistry, physics, history and the geography of Laos, etc. During each academic year, a student is required to take 12 subjects. At the end of the tenth grade, he must pass an exit exam to receive a certificate of completion for the first cycle of secondary education. To pass the examination, he must pass all 12 subjects. If he fails only one or two of the the 12 subjects, he has to remain in the same grade (10th grade) one more year until he satisfactorily passes all the subjects. Tenth grade is the specialization cycle and the course work focuses on first cycle science, math, philosophy or literature. At the end of the first cycle and upon successfully passing the national examination called "Brevet Elémentaire du Premier Cycle" (BEPC), or "Diplome d'Etude du Premier Cycle de L' Enseignement National" (DEPCEN), the student is awarded the BEPC or DEPCEN Diplomas. Some students may receive both the BEPC or DEPCEN Diploma.

Due to this process of specialization and examination, 30 percent of the students drop out of class each year after grade 6, and probably 50 percent after grade 10, and 70 percent after grade 13. Most of the students cannot pursue their education at the college level because of a lack of financial support. Females tend to drop out of class sooner than boys because of family problems.

At the end of the second cycle the students must take an examination called "Baccalaureate" (equivalent to a high school diploma). If he fails this examination he is ineligible for higher education. The baccalaureate examination is given twice a year. The student must gain a certain minimum grade before he is allowed to take the exam for the second time the same year. He can take the same exam many times as long as he meets the requirements.

Higher Education

There are only three universities in the entire country - the school of law and administration, college of education and college of medicine.

Methods and Learning Styles

Subjects usually are treated separately and taught according to local needs. The teaching of related subjects together is only done in a few regions. The primary method of teaching is the lecture. Most schools are still keeping the traditional lecture method even though the reform act of 1962 encouraged student's participation.

There are only a few laboratories located in big cities. Traditional classrooms are used for all subjects in rural areas.

The teaching of foreign languages emphasizes reading and writing skills since there is a lack of well trained teachers and audio visual aids.

Working Habits

Students are taught to memorize their lessons particularly in primary schools. Rote learning instead of the problem solving approach is extensively used. Most schools do not have a library. In big cities a few schools are equipped with a library. Due to the lack of books, students have very little outside reading assigned. Even in the classroom, sometimes one book is shared by two or more children. Students are taught to work individually, seldom working together.

Classroom Situation

Except in the cities, each classroom usually has one teacher who is teaching all subjects. Teachers lecture during a lesson. At about 10 minutes before the end of each class, they will read the notes for the students to jot down and take home. Students stay in the same room for all subjects.

In areas where there are enough classrooms, students go to school from 8 a.m. to 11 a.m. and from 1 p.m. to 5 p.m. When the students are too numerous they are divided into two groups: one attends school from 7 a.m. to 12 noon and another from 12 noon to 5 p.m. The time table is subject to modifications according to the special situation of each region.

Co education

Co-education is acceptable. Most parents in the rural areas prefer to have girls separated from boys in the schools. Co-education has become standard in the cities. In the rural areas, boys and girls have to sit in separate rows. They very seldom sit on the same bench or next to each other. No teacher would assign a boy and a girl to work together as a team. This particularly true in rural areas.

General Characteristics and/or Behavior of the Laotian Students

Buddhism teaches the Laotians a peaceful co-existence (panchasila) as a way of life. By definition, peaceful co-existence means accomodating and learning to live in harmony with the surroundings. Rank and status are valued more highly than quality. The inferior never offends, insults, embarrasses or causes a superior to lose face. The teacher, for example, possesses a status and in their rank is considered second to the student's parents. Students are taught at very early ages to do what they are told to do. They are taught to be obedient and submissive. In the classroom, when the teacher enters, they must rise to greet him/her and must attentively listen to the lecture and statements or other assignments given to them. Laotian students are often too shy to sit in the front row and are afraid of being asked questions by their teachers. Therefore, a certain distance between the teacher and students is kept. They are not used to the discussion approach of learning and rote learning is instead emphasized. They are fearful of giving wrong answers so they do not usually volunteer answers. If they answer too often, they are considered by their peers as show-offs. Individualized studies and independent research activities outside the class are new to them. Students feel that the teacher should not be disturbed so they would prefer to ask their fellow students for help rather than ask their teacher. Often times, they tend to agree with the teacher and pretend to understand when they don't. They would not say no to you when you ask them a question because they are afraid of hurting your feelings. The Lao students (adults or minors) would not argue or complain in front of their teachers.

THE EDUCATIONAL BACKGROUND OF THE HMONG REFUGEES

The Hmong migrated from Southern China to Laos, Thailand and Vietnam during the 1810's to 1840's. Their society is group-oriented. Living near the mountain tops, they maintained their own identity and made almost no communication with the lowland people until they were constitutionalized by King Sisavangvong of Laos to be Laotian citizens. Being situated in the mountains in remote, isolated villages during the past 50 years, few, if any, of the Hmong had any schooling. The Lao government had done nothing to reach out to the mountain people such as the Hmong, Yao and Khmu. In the last twenty years the educational programs reached them concurrently with throes of military development. Many children were put into grade school, some went to high school and even to higher education. The Hmong had no written language until Missionaries reduced it to writing in recent years. The Hmong written language introduced by the Missionaries was not permitted to be taught in schools to the Hmong people. Only a small percentage of the Hmong Christians knew how to read and write Hmong. Therefore, education in the Hmong village schools and in other locations was in the national languages, Lao and French, but the system was limited and not available for everyone to attend. As mentioned earlier, the school programs came concurrently with the throes of military development and almost all the young men were recruited to join the army, and the women had to stay home to care for their children. The country in Northern Laos, became a war zone and was taken over and controlled by the Lao communists and North Vietnamese soldiers; their schools and homes were burned, their livestock and agricultural products were destroyed. The men had to fight back and protect them. The innocent Hmong women and children were pushed back and forth from villages to valleys, to mountains in many deep caves in the jungles. The children had years of interruptions in which they could not attend schools or plan for their future. Since 1960, the Hmong and other ethnic groups who had homes in the war zone were in a constant state of flight, often becoming separated from their families. They would no sooner build new homes, new schools and plant new gardens, then all would be destroyed again. When this tide reached the Mekong river bank in 1975, these people once again, with fearful and heavy hearts, abandoned the happy villages and caves they had claimed in the jungle and in the stealth of the night, crossed the Mekong river to face a future more uncertain than ever before. Since May 1975, more than one hundred thousand Hmong have escaped from communist oppression into Thailand. When reaching the Thai border the refugees were screened and sent to the crowded camps. How long they would be staying in the camp, no one knew. Where they would go from the camp, they had no idea. Those who had relatives in the U.S.A., France, or Australia would receive letters asking them to join their relatives. In the crowded camps there was no language training and no orientation and survival skills training to prepare the refugees for their survival in the third country. Now we have more than 70,000 Laotian refugees who have resettled and are scattered throughout the United States, more than 40,000 of these are the highland people, namely from the Hmong, the Yao and the Khmu ethnic groups. These people, as mentioned earlier, have no formal educational background, though they entered the United States with a high degree of motivation to attain self-sufficiency for themselves and their families. Their motivation for success is based on a hope which is an alternative to economic poverty, political persecution and often death.

Prepared for delivery at the
First National Indochinese
Conference held on the West Coast,
California: May 8 and 9, 1980.

Appendix 3

ON EDUCATION IN VIETNAM

Vietnam, like most countries except the United States, had a national education sytem. Programs of study from pre-school through university, administrative procedures, teacher-training and placement were all directed by the Ministry of Education in Saigon. Due to the inability of such a centrally-run system to enforce decisions, policy changes were frequently implemented in different regions with differing degrees of effectiveness. Hence, any curriculum description will necessarily have to be viewed as ideal, rather than actual. However, it is hoped that the following discussion will at least give a basic grounding, a starting point, as it were, for the difficult job of student placement.

In principle, education in Vietnam was free and mandatory for all children from six through the first five primary grades. Of course, not all areas were able to serve all children. Elementary schools offered a general program which was at once terminal in nature but also prepared the pupil for secondary education. The class was teacher-oriented, and the curricula were geared toward memorization and repetition. Respect for the teacher as a symbol of learning and culture was profound. Based largely on the French system, education was by observation, rather than by experimentation.

After the primary years, the child entered a secondary school, either studying vocational arts or the humanities and science. The secondary years were divided into two cycles: The first cycle running for 4 years, and the second for 3. Essentially, the second cycle intensified and broadened the student's knowledge of work covered in the first cycle. (In fact, intensification of knowledge through repetion is a standard feature of Vietnamese education.)

Most students were placed in one of the four academic tracks: modern literature, classical literature, mathematics or experimental science. Because of the rapid increase of population in urban centers, where most secondary schools were located, there was a growing lack of spaces in educational establishments: thus students tended to be drawn from the middle and upper classes and reflected the educational and cultural goals and values of those classes. Only recently, with an attitude shift away from "academics" to "practical" skills had vocational education begun to play a role in Vietnamese educations.

Another result of the shortage of public school places was the emergence of a parallel system of private education, modeled on the public schools, but with considerably less demanding standards of admission. (These schools were inspected by the Ministry of Education inspectors, however, and private school students took the finishing exams jointly with public school students.)

Within the academic branch, mathematics, literature, philosophy, biology, chemistry, French and English were important areas of study. Using the lecture method developed in critical study. The elective system, as is used in this county was unknown to Vietnamese students. Hence, your new students will require more careful counseling in course selection than a student familiar with our system of self-contained electives and credit-accumulation. The Vietnamese system was largely examination-oriented, culminating in the Baccalaureate II, a competitive examination which was taken at the end of seven years of secondary education.

From CAL's Indochinese Refugee Education Guides, General Information Series No. 3, entitled "Education Vietnam: Fundamental Principles and Curricula.

Appendix 4

ON EDUCATION IN CAMBODIA

Education seems to have been a major concern in Cambodia for centuries. Temple schools run by Buddhist monks were in operation in medieval times, and when the French took over the region in the nineteenth century, there were temple schools in most villages. Instruction in these temple schools was open to boys; the language of instruction was Khmer. Subjects taught were reading and writing, the principles of Buddhism, and manual arts.

When the French arrived, they introduced "modern" education, gradually establishing public or state schools. All education was in French in these state schools, and the Khmer people apparently were not too enthusiastic about them. In the twenties, an experimental school, which combined the temple school with French teaching methods, was set up. This modernized temple school, which taught the same curriculum as the state schools, except in Khmer, was much more popular with the Cambodians, and so the French expanded on the model, hoping eventually to convert the modernized temple schools to state schools. By the early fifties, state schools, taught entirely in French, co-existed with modernized temple schools, taught in Khmer, and also with private schools taught in Chinese, Vietnamese, Khmer, English, or whatever.

After Cambodia became independent in 1953, there was increasing popular interest in education. At that time, Khmer was introduced as the language of instruction the state primary schools; in 1967, Khmer was introduced as the language of instruction in secondary schools; and in 1971 an official schedule was proposed whereby all public education in Cambodia, even on the university level, was to be conducted in Khmer by 1974.

As Khmer replaced French as the language of instruction, the teaching of French assumed less and less importance. It was still taught as a school subject on the primary level, however, during the years when secondary education was conducted in French.

Along with the interest in primary and secondary education, a concern for developing literacy in Khmer arose after the withdrawal of the French in Cambodia in 1953. In the sixties, the Khmer government set up a massive literacy campaign for adults, which involved civil servants as teachers of literacy and basic education in evening classes. After six months of attending classes, an adult was supposed to be able to read a short paragraph, take six or seven lines of dictation, and do simple math problems; if the adult could do these, he or she was given a certificate of literacy.

All education programs were disrupted to a greater or lesser extent during the war in Cambodia. Since the establishment of Democratic Kampuchea in 1975, it has been difficult to find out about current education in Cambodia. From Francois Ponchaud's account in Cambodia: Year Zero, it would seem that education above the primary level is non-existent. The focus of the regime on the worker and peasant as the most valuable members of society is generally inconsistent with the development of higher education.

From CAL's Indochinese Refugee Education Guides, General Information Series No. 18, entitled "Teaching English to Cambodian Students."

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Introduction

Many discussions concerning life in America often center around the concept of personal freedom. America is known throughout the world, and indeed refers to itself, as "the land of the free..." After arriving in the United States, many refugees from Southeast Asian countries become confused by these constant references to "freedom" and conflicting evidence of the many laws and regulations with which they are faced. Indeed, there are laws and other regulations which affect almost every aspect of daily life in America. While seemingly restrictive, most of these laws were initiated for the protection of people or their property. Often, however, when dealing with the various laws and regulations which exist in America, it is necessary to look long and hard for the "protection connection" applicable to them. The most help that can be given to the refugees is to make these connections more apparent.

PART ONE: LAWS IN AMERICA

Types of Laws and Regulations

In general, laws and regulations in the U.S. are applicable either on a nationwide scale (Federal laws) or on a local scale (city or state laws). These laws are proposed and established in different ways. Federal laws are applicable everywhere in the U.S. Local laws are usually applied to particular concerns differently in each local area. Hence, the Federal laws which regulate minimum wage are applied the same in California as they are in New York. Local parking and traffic laws, however, might be defined one way in San Francisco, California, and another way in Los Angeles, California.

Refugees will be affected by all of the same laws which apply to other residents of the U.S. They may already be familiar with some types of laws, including, criminal laws, traffic laws, and in some cases, tax laws. Other U.S. laws may seem strange or even unnecessary, such as marriage and divorce laws, child protection laws, and hunting and fishing regulations. In addition to these, there are still other laws such as immigration laws, which will apply only to them as refugees and as newcomers to the United States.

Criminal Law

Many Indochinese refugees will already have some understanding of criminal law. Activities covered by criminal law include murder, forcible rape, robbery, auto theft, burglary, aggravated assult and other violent crimes. In general, criminal laws are defined and enacted on a national level; and applied by the courts on the local level.

Immigration Law

Indochinese refugees who are interested in going to live in America are introduced to American laws and regulations before they ever leave the refugee camps. In order to go to the U.S. each refugee must first pass an immigration interview with an officer of the Immigration and Naturalization Service (INS). Indochinese refugees must meet the criteria established by the Refugee Act of 1980 in order to be considered for immigration to the U.S.

For full text of the REFUGEE ACT OF 1980, see Appendix 1, p. 247

The Refugee Act of 1980, otherwise known as Public Law 96-212, is a newly enacted set of rules under the already existing U.S. Immigration and Nationality Act, which established a comprehensive program of refugee resettlement and assistance programs. In general, this law sets the eligibility criteria by defining who is a "refugee"; sets the numerical limits assigned to each country, nationality or group; and establishes any other special criteria which each refugee must meet in order to be considered for immigration, such as health and security requirements. After meeting all of the requirements and actually arriving in the U.S., the refugees' lives continue to be affected by various immigration laws and regulations.

Under the regulations established by the Refugee Act of 1980, the legal status of each person entering the U.S. under the act is "refugee". Each refugee in the U.S. is identified by an individualized I-94 card, on which is noted that individual's alien number, a nine-digit number preceded by the letter A (for example, A12-345-6789). This I-94 card and the alien number is important to the refugee and will need to be referred to whenever dealing with matters concerning immigration or international travel.

Immigration Status. Once legally admitted into the United States a refugee is considered an immigrant and has the same rights as any other immigrant. An immigrant is any non-citizen who intends to establish permanent residence in the U.S. This means that once refugees arrive in the U.S. and obtain I-94 cards, they are free to do whatever they want, within the limits of the law. Immediately upon arrival refugees can go wherever they want to within the national boundaries of the U.S. While they may have a sponsorship established in New York, they are free to go to Alaska, if they choose. Refugees who do move within the U.S. are required by law to file an Alien Address Report (Form I-53) whenever they make a permanent move. This form can be obtained at the local post office in every community in the U.S. After it is completely filled out, it can be mailed to the address pre-printed on the front of the form. Refugees who are new arrivals in the U.S. should ask their sponsors or

Volag workers to help them obtain, fill out and submit this form within 30 days of their arrival.

Travel Outside the U.S. Refugees can also travel outside of the U.S., if they want, to wherever American citizens can travel. Before travelling to other countries, however, refugees must obtain both a Refugee Travel Document (this is similar to a passport, but used only by refugees) and a permit to re-enter the U.S. Refugees who do want to travel outside of the U.S. should apply for these documents well in advance of their trip. In the busier immigration areas of the U.S., such as San Francisco or New York, it can take up to eight months to obtain these documents. Normally, the process of obtaining these documents takes at least 45 days.

Adjustment of Immigration Status. According to the regulations established by the Refugee Act of 1980, each refugee is eligible to "adjust status" to Permanent Resident Alien after residing in the U.S. as a refugee for one year. Because Indochinese refugees are already authorized to obtain employment in the U.S. (not all refugees receive this employment authorization), the change of status to Permanent Resident Alien affords them very few new "rights". The change of status does, however, bring the alien closer to being eligible for full U.S. citizenship, and makes obtaining the documents needed for travelling outside the U.S. easier.

Refugees who meet the one year residence requirements and other specific requirements, such as not being convicted of a felony crime, can apply to change their status to permanent resident alien at any U.S. immigration office. The application for changing status, if accepted, will require the refugee to be interviewed by an INS officer but does not require any tests to be taken. Refugees who successfully apply for change of status will turn in their I-94 cards to the INS and receive in their place I-151 or alien registration receipt cards. The I-151 is commonly referred to as the "green card" because of the original color of the cards used. Newer I-151's are actually blue in color but are still referred to as "green cards".

Citizenship. All aliens, whether refugees or permanent residents, are eligible for almost all the same rights as any U.S. citizen. The most notable exceptions to this follow:

1. Refugees cannot vote in national elections.

2. Refugees cannot enlist in any U.S. military service This includes, Army, Navy, Air Force, Marines, Coast Guard or National Guard. Permanent residents can enlist.

3. Permanent resident aliens cannot vote in national elections.

4. Refugees and permanent resident aliens are not eligible for American passports.

After becoming a permanent resident alien and residing in the U.S. for four more years, making a total of at least five years residence in the U.S. from time of entry, the immigrant is eligible to apply for American citizenship. Application for citizenship requires both an interview with an INS officer and passing a citizenship test. The information in this test and the other specific requirements for citizenship are covered in citizenship classes available through many local high schools. Citizenship allows the individual to obtain an American passport and to vote in national elections.

CITIZENSHIP

American citizenship is a privilege, not a right or an obligation. Immigrants to the U.S. can, if they meet the requirements, apply for citizenship; but they are not required to become a citizen if they do not want to. Immigrants can stay in the U.S. as permanent resident aliens their entire lives without ever becoming American citizens.

Aliens living in the U.S. can lose their immigration status if they do not observe the various laws and regulations which apply to them. However, before any alien living in the U.S. can lose his or her immigration status, they are allowed a hearing by an immigration court. A hearing is an opportunity for the alien, or an appointed immigration lawyer, to explain to an immigration judge why that alien should be allowed to continue living in America.

Customs Laws

Other laws which the refugees face almost immediately are the U.S. customs regulations. These are regulations which control the types and amounts of items which can be taken into the U.S. from foreign countries. The section of these laws which most directly affects refugees is that which covers prohibited and restricted articles. In general, any articles which might be considered injurous to the general welfare are prohibited from entry to the U.S. Prohibited or restricted articles include the following:

Narcotics. Any narcotic drugs are prohibited. Exceptions can be made if an individual has a medical condition which requires treatment with drugs containing narcotics. In such a case the individual should carry a prescription or a statement from a doctor attesting to the need for such a drug.

Fruit, Plants and Vegetables. Most fresh fruit, plants or vegetables, along with cuttings, seeds or unprocessed plant products are restricted from entry. Individuals, or companies with import licenses, are allowed to bring these items into the U.S. if they have first obtained the permits required by the U.S. Department of Agriculture. In some cases even these permits are not required. Indochinese refugees who want to take seeds or other plant products with them when they leave for the U.S. should first check with the representative from the Intergovernment Commission on Migration (ICM) at their transit center to find out what they can or cannot take.

Meats, Livestock and Poultry. These items and products made from them such as sausage, are prohibited or restricted from entry to the U.S. depending on the animal disease condition of the country of origin. In general, fresh meat is always prohibited, while canned meats may be permitted if it can be shown that they are commercially canned, hermetically sealed and can be kept without refrigeration. Other canned, cured or dried meats are severely restricted from entry.

Money and Other Valuables. Any amount may be taken into the U.S. Persons bringing in money or other valuables, such as gold, silver, jewelry, or checks, worth more than $5,000, however, are required to file a report of transaction with U.S. Customs. Refugees can ask for the report forms when they first arrive in the U.S. or before they leave the transit center.

Taxes

Immediately after arriving in the U.S., refugees will come into contact with several different types of taxes. In general, taxes are paid either to the Federal government or local (that is, city or state) governments. Federal taxes are primarily income tax, while local taxes are income, sales and property taxes. Both Federal income taxes and local income taxes (where they are required) are written into the law. Individuals who refuse to pay these taxes, or who cheat on payment in order to pay less taxes than they should, could be imprisoned or fined.

Federal Income Tax. Most people in the U.S. think first of Federal income tax whenever a discussion of taxes takes place. These taxes are a percentage of any wages or other income earned by an individual. Federal income taxes are most commonly deducted from an individual's pay on a percentage basis each pay period. The percentage deducted is determined whenever an individual starts a job and submits a W-4 form. The W-4 lists the number of people the wage earner wants to claim as dependents. Usually the more dependents listed on a W-4, the less tax will be deducted from the pay. At the end of each calendar year the wage earner receives a W-2 form, or wage-earning statement, from the employer. This form details the total wages earned and all the money deducted. The wage earner must then submit an income tax form (Form 1040) which shows the difference between how much tax the individual paid during the year and how much should have been paid. If the wage earner did not pay enough (perhaps claimed too many dependents and had too little tax deducted each pay period), then the balance must be paid to the U.S. government. If the wage earner paid too much tax, then the government will pay the excess amount back to the wage earner.

For further information on Federal income tax for low-income earners, see "Earned Income Credits", p. 381

Federal income taxes are used by the U.S. government to pay for the operation of the government and to pay for programs which are federally operated. Every individual who resides in and earns any income in the U.S. is required to pay U.S. Federal income tax. Refugees, once they arrive in the U.S., are considered U.S. residents for the purposes of paying income tax.

Local Income Tax. Some cities and states in the U.S. also deduct a percentage of any earned income for income tax. These local income taxes are usually much less than the Federal taxes, but are deducted and determined in the same way. Individuals who live in cities or states which require payment of local income taxes will have to file a local income tax form each year, usually at the same time as they file a Federal income tax form.

Local income taxes are used by the cities or states to pay for their operating costs. In places where the locality provides services or special programs for the people living there, the income taxes will also be used to help pay the support costs.

Sales and Property Taxes. In areas (cities and states) where there are no local income taxes, and in some local areas where there are, the locality gets additional money to operate through sales and property taxes. In areas where a local income tax is required, the sales and property taxes are usually less than in areas where there are no local income taxes.

Sales taxes are an additional percentage of an item's cost which are added to the cost and paid by the buyer. These taxes might be determined at different rates for different items, or at the same rate for all "taxable" items. Areas which have a sales tax usually separate items into taxable and non-taxable categories.

SAMPLE SALES TAX

In an area where a sales tax of 6½ percent exists the total cost of a purchased item is 6½ percent ***above*** *the marked price. For example:*

A T.V. is advertised for $100.00 in a place where a sales tax of 6½% exists. This means that the buyer would pay $100 (the purchase price) + 6½% of $100 ($6.50) for a total cost of $106.50.

or

A new car sells for $7,500.00 in an area where a sales tax of 6½% exists. This means the buyer would pay $7,500 (the purchase price) + 6½% of $7,500 ($487.50) for a total cost of $7,987.50.

These taxes are used by the local government (city or state) in the same way income taxes are used. Sales taxes help to pay for an area's operating costs, such as building and maintaining roads, paying city or state government employees, operating libraries, or paying the salaries of police or fire fighters. In areas where sales taxes exist, they are required by local law, and anyone trying to avoid payment of those sales taxes could be imprisoned or fined.

Property taxes are taxes collected on an annual basis (much like income taxes) for any property an individual owns. In areas where property taxes are collected, the local government also establishes the definition of "property". In areas where property taxes are collected, the most common properties taxed are privately owned homes, land and sometimes vehicles, such as trucks and boats. This property is usually taxed at a percentage of its value at the time the tax is collected. This means that the tax paid one year could be different the next year if the value of the property changes.

Property taxes are used to pay for the same costs as either income taxes or sales taxes. Property taxes are often used to pay for public schools, city maintenance, fire protection, and police protection.

Marriage

Refugees from countries in Southeast Asia are often surprised after arriving in the U.S. to find that there are laws which regulate marriage. Unlike the marriage traditions of Southeast Asia, marriage in the U.S. is regulated by specific laws. These laws often differ from state to state but usually encompass the same subjects. Marriage laws in the U.S. regulate several things:

1. the minimum age at which individuals can marry without prior parental consent.
2. the minimum age at which individuals can marry with prior parental consent.
3. the health exams which might be required before marriage.
4. the length of time individuals have to wait between the time they apply for a marriage license and the time they actually marry.
5. the number of spouses an individual can have at the same time.

The minimum age for individuals to be able to marry without parental consent in most states is 18 years. Some states set the minimum age higher at 19 or 21 years. Individuals who are less than 18 years old cannot marry without first obtaining written permission from their parent(s) or legal guardian(s). The minimum age for marriage with parental permission varies from state to state, but is usually around 16 years.

In addition to parental permission for individuals below the legal minimum age, many states also require either court proceedings or a judge's permission before a marriage can take place. In these states any marriage of individuals below the legal minimum age is not valid without this court permission.

TRADITIONAL COURTSHIP AND THE LAW

Individuals from some of the cultures of Southeast Asia who have followed the more traditional ways to get married, have run into some unique problems with the law.

One young Hmong man who had been in the U.S. for almost one year was visiting friends in another city when he met the girl he wanted to marry. After asking the girl (and getting turned down), he then went to her parents to ask them if he could marry her. The girl's parents also turned down the young man's offer. Not to be denied "the girl of his dreams" the young man took the next traditionally Hmong course of action--he went to visit the girl and, after getting her to go out with him, abducted *her to his apartment in another city. The young man was going to hold the girl captive for the required five days before returning with her to her parent's home and making his next marriage offer.*

However, in this case the girl was only 14 years old, and the family, having just arrived in the U.S., was worried about her. On the advice of their American sponsor, the family called the local police and reported the daughter missing. On investigating the incident the police discovered the young man's home address and went there to check for the girl. Upon arriving at the apartment, the police found both the young man and the girl--neither of whom spoke enough English to explain the situation--and acting in accordance with the law, arrested the young man on the charge of abducting a minor for immoral purposes.

Only after the girl had been returned to her parents, the young man had spent several hours in jail, and a Volag worker, who spoke both Hmong and English, had explained the situation to the police, was the young man released. If he had understood the problems of following a cultural tradition which conflicted with U.S. laws, this young man might have been able to avoid the fear and trauma created by his own actions.

In addition to age limits, all but four states in the U.S. also require some form of blood test or other medical exam before a marriage license is issued. In all cases these tests are performed to insure that there will be as little chance as possible for any birth defects in a couple's children. In case the medical exam indicates potentially dangerous health hazards, a court may have to be consulted to determine if a marriage license can indeed be issued.

In addition to the actual legal procedure of filing an application for marriage at the city clerk's office, paying the required fees, having any necessary medical exams, and waiting until all time restrictions are fulfilled, many individuals also choose to have a religious marriage ceremony performed. These religious ceremonies are not required by law, nor do they alone constitute a legal marriage in the U.S.

For SAMPLE MARRIAGE APPLICATION FORM see Appendix 2, p. 265

There is one other law regarding marriage in the U.S. which is very important for individuals from the more traditional cultures of Asia: an individual can only be legally married to one spouse at the same time. The U.S. does not recognize polygamous marriages--marriages to more than one spouse at the same time. Anyone who is legally married to more than one person at the same time in the U.S. can end up being prosecuted and possibly fined or imprisoned.

Divorce

The U.S. also has laws and regulations which affect divorce. These laws vary from state to state and regulate such aspects of divorce as:

1) the reasons which make a divorce legitimate.

2) the length of time individuals must live in a state before they can apply for a divorce.

3) the rules for compensation and allocation of property.

All but three states have residence requirements for individuals before they can legally file for divorce. In some states there are also local city residence requirements. Most states require that at least one of the individuals involved in a divorce live in the state in which the divorce is being requested for a minimum of six months. In some cases, individuals who want to speed up their divorce will move temporarily to a state where there is no residence requirement or a very short requirement.

Currently in the U.S., there is a movement in progress to allow "no-fault" divorces. This type of divorce is one in which it is not necessary for the individuals to prove one of the "traditional" grounds for divorce. In some states a "no-fault" divorce can be granted upon the mutual agreement of both individuals; in other states only one person has to want to divorce. In addition to no-fault divorces, all states also allow divorces for specific reasons. Common reasons for the granting of divorces include proven adultery, drug or alcohol addiction, and desertion. Some states even have laws which establish the minimum length of time individuals who have been party to a divorce have to wait before they can marry again.

States also provide guidelines for the compensation and division of property that might occur after a divorce is granted. In some states there are community property rules which require divorcing couples to equally divide up all of their property or other resources at the time of a divorce. Other states determine this division of resources based on the court's decision of which individual is the cause of the divorce.

Related to this dividing up of resources is the question of child support payments and custody. In cases of divorce involving minor children (for most states any child under the age of 18 years), the court will determine which parent retains legal custody and also the amount of financial responsibility of each parent. These determinations vary from case to case and are made based on many considerations (for example, who is at "fault" in the divorce, who has the ability to pay support, and who is "better" qualified to care for the child). The court's decision is usually binding both on the parents and the children until each child reaches the legal age of majority (again usually 18 years).

Anyone considering a divorce in the U.S. should be sure to obtain legal advice first. Many cities in the U.S. have legal aid operations, such as Legal Aid Societies or other offices, where expert legal advice can usually be obtained inexpensively. Refugees in the U.S. should be sure to have an excellent interpreter go with them if they see an attorney.

Personal Protection

There are many laws in the U.S. which relate to the physical protection of individuals. These laws are not unlike laws which most refugees are accustomed to from their native countries. Physical protection laws include such things as prohibitions against murder and assault. Some personal protection laws which might be unique and confusing to refugees are child and spouse protection laws.

Child Protection. Some of these laws can come into conflict with the refugees' more traditional methods of child-rearing. In many traditional Southeast Asian cultures, methods of child-rearing are left to the family and are enforced by the existing cultural norms. In the U.S., while child-rearing is also the responsibility of the family, there are outside regulations enforced by social service and other government agencies. These regulations are of a protective type, designed to provide safeguards for individuals not yet capable of safeguarding themselves. Some of the most important of these relate to child abuse and abandonment.

Child abuse and abandonment are considered very serious problems in the U.S. today. With the increasing need for both parents to seek employment in the U.S. came an increasing need to insure that the children of these families were cared for adequately. This need for protection developed into laws. In the U.S., unless a child is under constant supervision of an adult or other responsible individual, the child might be said to be "abandoned".

Societies, in Southeast Asia, may operate differently than in the U.S. In much of traditional Southeast Asia, for example, the village concept of the extended family encompasses not only blood relatives but almost everyone in the village. In a traditional village an older women or man might be called "aunt" or "uncle", while elderly women and men are "grandmother" and "grandfather", even if no blood relationship exists. In the U.S. there are few such situations. Modern apartment complexes, housing projects, or even suburbs are not developed along the same patterns of the traditional village. In traditional Southeast Asia parents might be able to leave their children in the care of many village "grandparents", whereas this is less accepted in the U.S.

Traditional Southeast Asian societies also make a common practice of having an older child, not needed for other work, care for his or her younger siblings. This is normally done, however, in situations where there are non-relative or relative "aunts", "uncles", "grandmothers", or "grandfathers" available to help if needed. The U.S. does use a system of babysitters, but the age gap between sitter and the child is much greater. In traditional villages the oldest non-working child might be eight or nine years old; in the U.S. babysitters are usually at least 14 or 15 years old. In the U.S. anyone leaving their "baby"--a child up to about age six--in the care of an eight or nine-year sibling would view this behavior as wrong, being possibly harmful to the child. The application of child protection laws could, and have, led to children being taken away from their parents for the children's protection. Refugee parents, especially those who come from more traditional societies, must be careful to obey these laws, even if they disagree with, or do not fully understand them. Failure to properly protect their children could result in those children being taken from them and placed in the care of another family, a foster home.

Child abuse is another area in which U.S. child protection laws can cause problems, or misunderstandings, for refugee parents. While actual child abuse is uncommon in traditional Southeast Asian societies, protection conscious Americans often misinterpret some of the more common behavior patterns as abuse. For example, the idea of immediate punishment for a wrongdoing is less common in American than in Southeast Asia. Because of this, Americans seeing refugee parents discipline their children in public immediately after the children have done something wrong might equate that disciplining with abuse. American parents whose children do something wrong might tend to wait until they are in private before disciplining their children.

Another practice often misinterpreted by Americans as abuse is that of "coining". Coining or any other traditional form of treating illness which leaves marks on the body can easily be misinterpreted. This is because the marks appear as bruises which could have as easily been caused by beating. Refugee parents who use traditional forms of medical treatment, will have to be careful that their actions are not misunderstood as mistreatment.

Spouse Protection. Another growing concern of both the legal and social service professions is the problem of spouse abuse. The U.S. has both federal and local laws which are aimed at preventing spouse abuse if possible, or punishing the abuser if prevention is not possible. These laws have developed in response to the increased awareness that spouse abuse is a more frequent occurence in the U.S. than previously believed. Refugees, of whom many are faced with the emotional strains of resettlement and the stresses of changing traditional family roles, need to be aware of the regulations. regarding spouse abuse.

Currently in the U.S., there are laws which provide the spouse being abused (abuse in these cases can be either physical or mental) with protection against the abuser. Courts can issue restraining orders which prevent spouses from being together without a third person present, or which require separate residences until full investigations are possible. These laws allow spouses to press charges against each other, sometimes ending in the arrest and confinement of the abusive spouse. Other laws have allowed for the creation and operation of agencies which provide places for abused spouses to live while local authorities investigate abuse charges. In some cases these laws allow for the charges of abuse to be instigated by third parties, such as neighbors.

Protection against spouse abuse is being taken more seriously in the U.S. today. There are new laws with stiffer penalties being enacted for the protection spouses, either husbands or wives.

Traffic Laws

There are Federal laws, as well as local laws, which regulate almost every aspect of driving vehicles on public roads. Some of these laws, such as the maximum 55 miles per hour (mph) national speed limit, are the same in every community in the U.S. Some, such as the amount and type of insurance required before it is legal to operate a vehicle, are statewide. Others, such as specific traffic rules on where or when a vehicle can be parked, are different from locality to locality.

Driving Licenses. All drivers in the U.S. must obtain driver's licenses before legally allowed to operate a motor vehicle on public roads. In most states, before individuals can obtain a driver's license, they are required to pass both written tests about local traffic rules and practical driving tests. In most states these licenses are only valid for a specific length of time such as one year or three years. In some states at the time of the license renewal, additional tests need to be taken before a new license is issued.

For SAMPLE DRIVER'S LICENSE APPLICATION FORM, see Appendix 3, p. 267

For EXAMPLE DRIVER'S LICENSE, see Appendix 4, p. 269

Most states also issue different licenses for different purposes. Licenses are different (as are the test used to obtain them) for professional versus private drivers, for instance. Some of the different types of driver's license issued include:

- private vehicle license
- motorcycle license
- chauffeur's license
- heavy equipment operator license (tractors, cranes)
- truck driver's license (often issued according to maximum weight for the vehicles the individuals are allowed to drive)

Drivers licenses in most states in the U.S., while only really meant to show that an individual has passed the required tests, are also often used as identification. While many states also issue state identification (I.D.) cards as proof of age, an individual who has a valid driver's license can also use his license as identification.

Rules of the Road. In addition to the national speed limit (55 m.p.h.) there are other traffic regulations of which drivers must be aware. Every state in the U.S. has a legal age for drivers. This is the age at which it is legal for an individual in a particular state to operate a motor vehicle on public roads. The national recommended age for licensing drivers is 16 years. Many states also require that before a motor vehicle is operated on public roads, that it be insured for damage in case of an accident. This insurance usually guarantees payment of medical costs to injured parties, costs of repair for the vehicle whose operator was not at fault for the accident, or even repair costs for the vehicle whose operator was at fault for the accident.

Other rules of the road, many of which vary from place to place in the U.S., include the following:

- places and times it is permissable to park.

- when it is or is not permissable to turn right at a red light.

- the condition a vehicle has to be in to be allowed on public roads.

- the prohibition against drinking or carrying open bottles of alcoholic beverages in a motor vehicle.

There are many other rules of the road which must be learned in each area a refugee may go to live. Individuals interested in being allowed to drive once they are in the U.S. should be sure to find out all the rules first. In areas where there are large numbers of any minority group, traffic rule books are often printed in those languages in addition to English Individuals interested in driving in their community in the U.S. should contact the local Department of Motor Vehicles for information.

Professions Requiring Licenses

Many professions in the U.S. require all practitioners to be licensed by the state government as a means of protecting individuals who need to make use of particular services. Many of these same professions also require licensing in the countries of Southeast Asia, but those licenses are often not directly transferable to the U.S.

Medicine. All medical professions in the U.S. require not only extensive studies, but also certification and licensing in the state in which they will be practiced Individuals who practice these professions without first obtaining the proper licensing and certification could be liable for fines or imprisonment. The certification and licensing requirements for medical professions include not only "western-style" doctors, surgeons, dentists, and pharmacists, but also more traditional practitioners, such as acupuncturists and midwives.

Law. The legal profession is another profession in the U.S. which requires licensing by a state before practice can begin. Refugee lawyers who had law practices in Southeast Asia cannot practice in the U.S. without first passing law exams in their state. Many refugees who are former lawyers find that because of the difference in legal systems (English-based in the U.S. and French-based in Southeast Asia), additional studies are required before exams can be taken. Individuals who practice law without first obtaining the required certification can be liable for fines or imprisonment.

Sales and Vending. Although, like in Southeast Asia, there are many small businesses and even street vendors in the U.S., these small businesses and street vendors are also much more closely regulated. The U.S. has both federal and local laws which regulate all aspects of businesses. Even street vendors in the U.S. must meet tax requirements, local zoning requirements (where products or services can be sold), and health regulations. In order to be able to operate a small business, such as a street vendor, a license is required to prove that all requirements have been met. Individuals who operate business without licenses are usually liable for fines or imprisonment.

Other Activities Requiring Licenses

Hunting and Fishing. Unlike in the countries from which the Indochinese refugees are coming, in the U.S. there are a variety of activities which require licensing. One area which can seem confusing to the refugees is that of hunting and fishing. The U.S. considers these as both sports activities as well as industries, and each has different regulations governing them.

As sports activities, both hunting and fishing are much more regulated than in any of the countries of Southeast Asia. Some of the regulations related to these activities include the following:

> Seasons. In much of the U.S. there are specific times of the years when it is permitted to catch or kill particular species of game. Examples of these "seasons" are "deer hunting season", "elk season", "salmon season", "trout season", and "rabbit season". If a person hunts or fishes these species of game at any time other than when they are "in season", they can be fined. Even when these kinds of game are in season the hunger or fisherman is required to have a valid license, specific to the game being hunted or fished. These licenses are usually only good for one season at a time and need to be renewed each year.
>
> Quantities and Sizes. These restrictions govern the numbers and sizes of the animals or fish each individual is permitted to catch in one season, or at one time. These restrictions are commonly referred to as the limits. The limits are usually different for each species of game. For example, during deer hunting season each hunter may only be allowed to kill three deer for the season and each deer might have to be a minimum age. Or fishermen fishing for trout might be allowed to catch six trout per day, but each trout might also have to be at least eight inches in length.
>
> Equipment. Often, along with seasons during which it is permissable to hunt or fish, the regulations will also define the weapons used for each species. For example, in some areas it is against the law to use a flashlight to find animals when night hunting; it might be illegal to hunt with a cross-bow; and in some cases fishing with nets is either illegal or restricted to use by native American Indians.
>
> Locations. There are some regulations which restrict the areas in the U.S., or even within a community, where hunting or fishing is permitted. There are many areas of the U.S., even within local communities, which have the appearance of being unowned or "open" land.

Refugees, especially those individuals from the more rural areas, should be aware that very little of the land in the U.S. is unowned. Land not owned by individuals is most probably owned by the government. In almost all situations permission of some sort is needed before a person can hunt or fish anywhere in the U.S. In the city parks in the U.S., as well as in most public, state or national parks, hunting or fishing is almost always prohibited.

In the U.S., individuals interested in hunting or fishing as sport should always check with the local officials to find out what regulations apply and what permits are required. In many areas of the U.S. there are state or county game wardens who can provide such information. This information can also usually be obtained by asking at the local police department.

Hunting or fishing as an industry is also very well regulated in the U.S. The laws, regulations and licensing requirements, however, are much more complex than those which apply to these same activities as sports. Anyone considering hunting or fishing as a means of obtaining income should be sure to check with the appropriate government offices in the communities in which they settle.

Raising and Slaughtering Animals. Raising and slaughtering animals of any kind in the U.S. usually require a permit or license. In many areas of the U.S., and especially in many cities, even raising animals as pets is regulated. Many refugees from Indochina are accustomed to being able to raise animals at home for food without restriction. This is usually not allowed in the U.S., neither in the countryside, nor in the cities.

Any animals being raised in the U.S., either as food or as pets, are usually required to have certain health checks, or need to meet certain health standards. In addition, the structures in which these animals are kept usually have to meet both health standards and construction standards, and be periodically checked. Owners of pets in the U.S. are required to have licenses for most pets. The pets must usually wear tags which indicate the name and address of the owner, and any specific health requirements.

Individuals who own animals (chickens, cows, pigs) which they intend to kill for food also need to obtain licenses or permits allowing this. Many of these licensing regulations have to do with the health protection of anyone living near, working with, or eventually consuming the animal as food.

People who intend to or want to raise animals as food or pets (including cats and dogs), should check with the authorities in the community. Most information on any such regulations should be obtainable through the local public health department or through the local police department. Anyone raising or slaughtering animals without the proper permits is liable for a fine or even imprisonment.

Carrying Weapons. While "the right to bear arms" is written into the U.S. Constitution, that right is not without restrictions. In general, it is against the law in the U.S. to carry any weapon which can easily be concealed, unless the individual is licensed to carry that weapon. Concealing a weapon in these situations means keeping the weapon hidden from view either on an individual (hiding a handgun beneath a jacket, for example) or in a vehicle (hiding a handgun beneath the seat of an auto).

The laws covering the carrying of, storage of, or use of weapons include all weapons. Weapons are defined not only as handguns, but also rifles, hunting knives (or knives over a particular overall length), bows and arrows, crossbows, and bludgeons or other sorts of clubs. Being caught with any of these weapons and not having the proper licenses can be a very serious crime in the U.S. The local police departments can help anyone who has a weapon find out how to make possessing or using that weapon legal.

Other Illegal Activities

Gambling for Money. With few exceptions gambling for money is illegal in much of the U.S. (The major exceptions are the state of Nevada and the Atlantic City area of New Jersey where organized gambling is legal.) In many areas of the U.S., however, gambling for money, anywhere, even in the home, is illegal and persons caught are liable to be fined or imprisoned.

The illegality of gambling usually has to do with the exchange of money in a game of chance, rather than the game. The kind of game does not matter and can include not only card games but mah jong, bingo, billards, and darts.

Littering. The U.S. has several health protection regulations which deal directly with sanitation. One of these regulations concerns littering in public places. Littering is simply the careless discarding of any kind of trash. Littering can include such activities as dropping a candy wrapper on the sidewalk or on the street, throwing a cigarette out of a car window, or dumping trash in an empty lot. Many places in the U.S. now charge fines of people caught littering from $10 to $500. Most places will post notices in English stating the fine for littering.

Many people in the U.S. are now very interested in protecting the environment or ecology. As a result, the regulations against littering are now being enforced more stringently than they have been in the past.

Prostitution. While most of the countries of Southeast Asia have all had laws which make prostitution illegal, they were not necessarily enforced very stringently. There is currently in the U.S. a movement to severely limit, if not eliminate, prostitution in many areas of the country. This is more true in many large urban centers, where prostitution is more visible, than in some other parts of the U.S.

Many of the anti-prostitution laws in the U.S. now not only make the act illegal, but also make the procurement of a prostitute illegal. This means that not only the prostitute, but also the customer, can now be arrested, fined and possibly imprisoned.

Shoplifting. Taking any item out of a store, regardless of how inexpensive or for what reason, without first paying for it is illegal. Shoplifting is often treated the same as any other crime involving stealing. With shoplifters, while they can be imprisoned if caught, the punishment is more often a fine.

The shopping complexes in the U.S. often include hundreds of small shops all under the same roof, making it difficult for someone new to the U.S. to tell where one store ends and another begins. Because of this the new shopper in the U.S. must be careful not to be accused of shoplifting by mistake.

Trespassing. Respect of private property is very important in the U.S. Many people living in the U.S. are extremely conscious of what belongs to them, and what belongs to someone else. This attitude involves not only very tangible items, such as cars, t.v.'s or stereos, but extends even to the plants or trees which are on an individual's property.

For refugees from Southeast Asia, these concepts of private property as extended to fruit trees or other edible plants may differ from those same concepts in Southeast Asia, and may be confusing to refugee newcomers. Refugees should be aware that in many cases individuals who have fruit trees in their yards would be happy to share the fruit, but they also expect first to be asked to share. Also, since going onto someone else's property without permission is illegal, the refugees should be forewarned that they could be fined or imprisoned for trespassing.

Alcoholic Beverage Control. The consumption of alcoholic beverages (beers, wines, liquors), where not prohibited, is restricted. In addition, the production and sale of alcoholic beverages is also regulated. While most areas of the U.S. allow the sale of alcoholic beverages to the general public, there are some regulations:

- Most states in the U.S. have "majority laws" which specify a legal minimum age (usually 18 years), and individuals are not allowed to buy alcoholic beverages until reaching this age.
- Some areas of the U.S. (sometimes states or counties) while allowing the sale of alcoholic beverages for consumption at home, prohibit their sale at public establishments (restaurants, clubs)
- Most all states have laws which prohibit drinking alcoholic beverages while driving or operating a motor vehicle after drinking.
- There are some states which have laws regulating the amounts and types of alcoholic beverages which can be produced at home.

Violation of these regulations can lead to an individual being fined or imprisoned.

Drug Control. The sale, production and use of various drugs are well regulated in the U.S. Drugs can be separated into several categories; narcotic and non-narcotic; prescription and non-prescription.

As mentioned in the section on customs regulations, narcotic drugs are prohibited from being taken into the U.S. without a prescription. These drugs include marijuana, cocaine, barbiturates, amphetamines, opium derivative or based drugs (i.e., morphine, heroin, codeine, paragoric), or any manufactured drugs (LSD, STP, THC). In most cases the production, transportation, sale or use of these drugs (even for personal use) is illegal and could result in imprisonment or a fire.

PART TWO: LAW ENDORCEMENT AND LEGAL SERVICES IN AMERICA

Introduction

Legal services in the U.S. encompass several different organizations which provide different services. The primary legal services in the U.S. are the police departments (including sheriff's departments, local police departments, state police and federal police agencies); legal assistance organizations (private lawyers, legal clinics, and legal aid societies); and courts.

Police Departments

Local Police. The police organizations in the U.S. are separated both according to the locales for which they are responsible and the crimes which they investigate. People in the U.S. most commonly come into contact with their local police departments. In urban areas of the U.S. this local police force may be a city police department, while in rural areas it may be a sheriff's department. These organizations are responsible for enforcing laws, patrolling neighborhoods or local areas, investigating crimes, or providing other community support services. These organizations are available to serve all the people in the local community.

Unlike in many of the countries of Southeast Asia, the local police in the U.S. are usually very visible in the community. American communities often spend large portions of the local government's budget each year to provide large, well-equipped police and other community service organizations. Almost all police officers wear uniforms and almost all police officers in the U.S. carry weapons (handguns, shotguns).

In addition to performing the expected duties of police (those involving preventing or investigating crimes), the local police are involved in providing other services. Local police are often involved in simply providing information, directions, or even family counseling in some areas. Many local police departments and especially sheriffs' departments train their officers for search and rescue work and to provide emergency medical care.

State Police. State police often provide the same services as local police, but they are paid through the state rather than local government. State police (called the Highway Patrol in some states) are most visible patrolling the state highways and roads, enforcing state traffic laws. While this is not the only function that state police have, it has become the most obvious function because of the large amounts of time Americans spend traveling by motor vehicle.

State police, like local police, are almost always in uniform and also almost always carry weapons. State police are also usually well-trained to provide emergency medical care and can be called upon to help in almost any emergency.

Federal Police Agencies. Most people in the U.S. do not have much direct contact with the Federal law enforcement agencies. Refugees who have been accepted for resettlement in the U.S. have already met at least one member of these agencies, the immigration (INS) officer. The U.S. immigration officers are responsible for assuring that the laws applicable to U.S. immigration policy are enforced. Some other Federal law enforcement agencies include the U.S. Customs Office, the Federal Bureau of Investigation (FBI), the Drug Enforcement Agency (DEA) and the Secret Service.

All of these agencies are responsible for assuring that Federal laws (laws which affect all of the U.S. and not only one state or locality) are enforced. With the exceptions of INS and Customs, most refugees will probably not come into contact with these agencies.

Uniformed police in the U.S. patrol neighborhoods and the roads on foot, in cars and motorcycles. They are responsible for enforcing all the laws which affect a community and usually can be found doing just that. They are also there to help, so individuals should not be afraid of asking a police officer for help, or even directions.

If stopped by a police officer, individuals should not be afraid. Answer any questions asked as best as possible and provide identification if asked. Refugees who cannot speak English well might want to carry a card which identifies them as a refugee and has the name and telephone number of a bilingual friend. Also, if approached by a police officer and told to stop, they should stop, and not run away. An individual running away from an armed police officer who may be investigating a crime could be fired upon.

Legal Assistance

The settling, or mediation, of disputes in the U.S. is often done with the aid of professional mediators (lawyers) in place of the village leader who is often the mediator in more traditional societies. Refugees from the urban areas of Southeast Asia will probably already be familiar with a formalized legal system, but should be aware that such a system is used extensively in the U.S. The need for the lawyer in settling disputes in the U.S. is even more important given the vast amount of technical laws which might apply to any situation. This system of arbitration in the U.S. has developed into a very complicated one and has furthered the need for using lawyers.

Private Lawyers. Because of the extremely technical nature of law in the U.S., private law offices usually offer specialized services. Lawyers in these offices might only work on cases involving accidents, divorces, industrial or corporate problems or labor disputes. The private lawyer is almost always the most expensive legal assistance which can be obtained. Costs for even a simple consultation concerning a problem can run into the hundreds of dollars.

Legal Aid Societies. These organizations are often partially funded or fully funded with public money. The legal aid organizations in most areas provide all the same services of consultation and representation provided by private lawyers. The primary difference between the two is usually cost. In general, legal aid societies charge for their services, using a sliding scale where costs are determined by the income, savings and other assets of a client. In most cases, people with few resources will be charged small fees, while those with many resources will be charged more. Most legal aid societies have rules regulating whom they can serve and what services they can provide.

Legal Clinics. These are not actual providers of legal services, but often only can provide advice. Legal clinics are often operated by law schools to provide practical experience to the students and a low-cost service to the community. Most legal clinics can help individuals understand what their legal options are in a given situation and can direct them to other law service providers who can best suit their needs and cost range.

Refugees from Southeast Asia who need to consult a lawyer for any reason should be sure to have an expert interpreter available during the consultation. It is also a good idea to ask the sponsor or Volag worker to also accompany them on the visit to help explain the problem and to check on the lawyer. In most cases, refugees seeking legal advice are safest if they can consult a lawyer recommended by a Legal Aid Society or by a legal clinic. In the U.S., everyone who is accused of a crime is allowed to have legal representation. In some cases where the individuals cannot afford to hire their own legal assistance, the government will provide assistance free.

The law and legal assistance in the U.S. is extremely organized and very complex. Understanding the laws and knowing when to obtain legal assistance is confusing even to the majority of long-time U.S. citizens. Recently arrived refugees who find themselves in need of legal advice should go first to their sponsor or Volag worker. While the sponsor or Volag worker will not be able to give legal advice (and if they do, unless they are lawyers, any such advice should be checked before it is followed), they will be able to help the refugee contact an appropriate legal assistance organization. In cases where there is no sponsor or resettlement worker to turn to, most areas have legal aid societies close enough to be reached for advice by telephone.

Appendix 1

PUBLIC LAW 96-212—MAR. 17, 1980

REFUGEE ACT OF 1980

Public Law 96-212
96th Congress

An Act

Mar. 17, 1980
[S. 643]

To amend the Immigration and Nationality Act to revise the procedures for the admission of refugees, to amend the Migration and Refugee Assistance Act of 1962 to establish a more uniform basis for the provision of assistance to refugees, and for other purposes.

Refugee Act of 1980
8 USC 1101 note.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Refugee Act of 1980"

TITLE I—PURPOSE

8 USC 1521 note.

SEC. 101. (a) The Congress declares that it is the historic policy of the United States to respond to the urgent needs of persons subject to persecution in their homelands, including, where appropriate, humanitarian assistance for their care and maintenance in asylum areas, efforts to promote opportunities for resettlement or voluntary repatriation, aid for necessary transportation and processing, admission to this country of refugees of special humanitarian concern to the United States, and transitional assistance to refugees in the United States. The Congress further declares that it is the policy of the United States to encourage all nations to provide assistance and resettlement opportunities to refugees to the fullest extent possible.

(b) The objectives of this Act are to provide a permanent and systematic procedure for the admission to this country of refugees of special humanitarian concern to the United States, and to provide comprehensive and uniform provisions for the effective resettlement and absorption of those refugees who are admitted.

TITLE II—ADMISSION OF REFUGEES

SEC. 201. (a) Section 101(a) of the Immigration and Nationality Act (8 U.S.C. 1101(a)) is amended by adding after paragraph (41) the following new paragraph:

"Refugee."

"(42) The term 'refugee' means (A) any person who is outside any country of such person's nationality or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to return to, and is unable or unwilling to avail himself or herself of the protection of, that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality membership in a particular social group, or political opinion, or (B) in such special circumstances as the President after appropriate consultation (as defined in section 207(e) of this Act) may specify, any person who is within the country of such person's nationality or, in the case of a person having no nationality, within the country in which such person is habitually residing, and who is persecuted or who has a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion. The term 'refugee' does not include any person who ordered, incited, assisted, or otherwise participated in the persecution of any person on

Post, p. 103.

account of race, religion, nationality, membership in a particular social group, or political opinion.".

(b) Chapter 1 of title II of such Act is amended by adding after section 206 (8 U.S.C. 1156) the following new sections:

"ANNUAL ADMISSION OF REFUGEES AND ADMISSION OF EMERGENCY SITUATION REFUGEES

Entry, numerical limitations.
8 USC 1157.

"SEC. 207. (a)(1) Except as provided in subsection (b), the number of refugees who may be admitted under this section in fiscal year 1980, 1981, or 1982, may not exceed fifty thousand unless the President determines, before the beginning of the fiscal year and after appropriate consultation (as defined in subsection (e)), that admission of a specific number of refugees in excess of such number is justified by humanitarian concerns or is otherwise in the national interest.

"(2) Except as provided in subsection (b), the number of refugees who may be admitted under this section in any fiscal year after fiscal year 1982 shall be such number as the President determines, before the beginning of the fiscal year and after appropriate consultation, is justified by humanitarian concerns or is otherwise in the national interest.

"(3) Admissions under this subsection shall be allocated among refugees of special humanitarian concern to the United States in accordance with a determination made by the President after appropriate consultation.

Emergency conditions.

"(b) If the President determines, after appropriate consultation, that (1) an unforeseen emergency refugee situation exists, (2) the admission of certain refugees in response to the emergency refugee situation is justified by grave humanitarian concerns or is otherwise in the national interest, and (3) the admission to the United States of these refugees cannot be accomplished under subsection (a), the President may fix a number of refugees to be admitted to the United States during the succeeding period (not to exceed twelve months) in response to the emergency refugee situation and such admissions shall be allocated among refugees of special humanitarian concern to the United States in accordance with a determination made by the President after the appropriate consultation provided under this subsection.

Attorney General's authority

"(c)(1) Subject to the numerical limitations established pursuant to subsections (a) and (b), the Attorney General may, in the Attorney General's discretion and pursuant to such regulations as the Attorney General may prescribe, admit any refugee who is not firmly resettled in any foreign country, is determined to be of special humanitarian concern to the United States, and is admissible (except as otherwide provided under paragraph (3)) as an immigrant under this Act.

Spouse or child, admission status.
8 USC 1101.
Ante, p. 102.

"(2) A spouse or child (as defined in section 101(b)(1) (A), (B), (C), (D), or (E)) of any refugee who qualifies for admission under paragraph (1) shall, if not otherwise entitled to admission under paragraph (1) and if not a person described in the second sentence of section 101(a)(42), be entitled to the same admission status as such refugee if accompanying, or following to join, such refugee and if the spouse or child is admissible (except as otherwise provided under paragraph (3)) as an immigrant under this Act. Upon the spouse's or child's admission to the United States, such admission shall be charged against the numerical limitation established in accordance with the appropriate subsection under which the refugee's admission is charged.

Waiver.
8 USC 1182.

"(3) The provisions of paragraphs (14), (15), (20), (21), (25), and (32) of section 212(a) shall not be applicable to any alien seeking admission to the United States under this subsection, and the Attorney General may waive any other provision of such section (other than paragraph (27), (29), or (33) and other than so much of paragraph (23) as relates to trafficking in narcotics) with respect to such an alien for humanitarian purposes, to assure family unity, or when it is otherwise in the public interest. Any such waiver by the Attorney General shall be in writing and shall be granted only on an individual basis following an investigation. The Attorney General shall provide for the annual reporting to Congress of the number of waivers granted under this paragraph in the previous fiscal year and a summary of the reasons for granting such waivers.

Report to Congress.

"(4) The refugee status of any alien (and of the spouse or child of the alien) may be terminated by the Attorney General pursuant to such regulations as the Attorney General may prescribe if the Attorney General determines that the alien was not in fact a refugee within the meaning of section 101(a)(42) at the time of the alien's admission.

Ante, p. 102.
Report to congressional committees.

"(d)(1) Before the start of each fiscal year the President shall report to the Committees on the Judiciary of the House of Representatives and of the Senate regarding the foreseeable number of refugees who will be in need of resettlement during the fiscal year and the anticipated allocation of refugee admissions during the fiscal year. The President shall provide for periodic discussions between designated representatives of the President and members of such committees regarding changes in the worldwide refugee situation, the progress of refugee admissions, and the possible need for adjustments in the allocation of admissions among refugees.

Consultation, publication in Congressional Record.

"(2) As soon as possible after representatives of the President initiate appropriate consultation with respect to the number of refugee admissions under subsection (a) or with respect to the admission of refugees in response to an emergency refugee situation under subsection (b), the Committees on the Judiciary of the House of Representatives and of the Senate shall cause to have printed in the Congressional Record the substance of such consultation.

Proposed determination, review hearing.

"(3)(A) After the President initiates appropriate consultation prior to making a determination under subsection (a), a hearing to review the proposed determination shall be held unless public disclosure of the details of the proposal would jeopardize the lives or safety of individuals.

"(B) After the President initiates appropriate consultation prior to making a determination, under subsection (b), that the number of refugee admissions should be increased because of an unforeseen emergency refugee situation, to the extent that time and the nature of the emergency refugee situation permit, a hearing to review the proposal to increase refugee admissions shall be held unless public disclosure of the details of the proposal would jeopardize the lives or safety of individuals.

"Appropriate consultation."

"(e) For purposes of this section, the term 'appropriate consultation' means, with respect to the admission of refugees and allocation of refugee admissions, discussions in person by designated Cabinet-level representatives of the President with members of the Committees on the Judiciary of the Senate and of the House of Representatives to review the refugee situation or emergency refugee situation, to project the extent of possible participation of the United States therein, to discuss the reasons for believing that the proposed admission of refugees is justified by humanitarian concerns or grave humanitarian concerns or is otherwise in the national interest, and to provide such members with the following information:

"(1) A description of the nature of the refugee situation.

"(2) A description of the number and allocation of the refugees to be admitted and an analysis of conditions within the countries from which they came.

"(3) A description of the proposed plans for their movement and resettlement and the estimated cost of their movement and resettlement.

"(4) An analysis of the anticipated social, economic, and demographic impact of their admission to the United States.

"(5) A description of the extent to which other countries will admit and assist in the resettlement of such refugees.

"(6) An analysis of the impact of the participation of the United States in the resettlement of such refugees on the foreign policy interests of the United States.

"(7) Such additional information as may be appropriate or requested by such members.

To the extent possible, information described in this subsection shall be provided at least two weeks in advance of discussions in person by designated representatives of the President with such members.

"ASYLUM PROCEDURE

8 USC 1158.

"SEC. 208. (a) The Attorney General shall establish a procedure for an alien physically present in the United States or at a land border or port of entry, irrespective of such alien's status, to apply for asylum, and the alien may be granted asylum in the discretion of the Attorney General if the Attorney General determines that such alien is a refugee within the meaning of section 101(a)(42)(A).

Ante, p. 102.

Termination.

"(b) Asylum granted under subsection (a) may be terminated if the Attorney General, pursuant to such regulations as the Attorney General may prescribe, determines that the alien is no longer a refugee within the meaning of section 101(a)(42)(A) owing to a change in circumstances in the alien's country of nationality or, in the case of an alien having no nationality, in the country in which the alien last habitually resided.

Spouse or child, status.
8 USC 1101.

"(c) A spouse or child (as defined in section 101(b)(1) (A), (B), (C), (D), or (E)) of an alien who is granted asylum under subsection (a) may, if not otherwise eligible for asylum under such subsection, be granted the same status as the alien if accompanying, or following to join, such alien.

"ADJUSTMENT OF STATUS OF REFUGEES

8 USC 1159.
Ante, p. 103.

"SEC. 209. (a)(1) Any alien who has been admitted to the United States under section 207—

"(A) whose admission has not been terminated by the Attorney General pursuant to such regulations as the Attorney General may prescribe,

"(B) who has been physically present in the United States for at least one year, and

"(C) who has not acquired permanent resident status,

shall, at the end of such year period, return or be returned to the custody of the Service for inspection and examination for admission to the United States as an immigrant in accordance with the provisions of sections 235, 236, and 237.

8 USC 1225, 1226, 1227.

Permanent residence, admission conditions.

"(2) Any alien who is found upon inspection and examination by an immigration officer pursuant to paragraph (1) or after a hearing before a special inquiry officer to be admissible (except as otherwise provided under subsection (c)) as an immigrant under this Act at the time of the alien's inspection and examination shall, notwithstanding any numerical limitation specified in this Act, be regarded as lawfully admitted to the United States for permanent residence as of the date of such alien's arrival into the United States.

Ante, p. 103.

"(b) Not more than five thousand of the refugee admissions authorized under section 207(a) in any fiscal year may be made available by the Attorney General in the Attorney General's discretion and under such regulations as the Attorney General may prescribe, to adjust to the status of an alien lawfully admitted for permanent residence the status of any alien granted asylum who—

"(1) applies for such adjustment,

"(2) has been physically present in the United States for at least one year after being granted asylum,

"(3) continues to be a refugee within the meaning of section 101(a)(42)(A) or a spouse or child of such a refugee,

"(4) is not firmly resettled in any foreign country, and

"(5) is admissible (except as otherwise provided under subsection (c)) as an immigrant under this Act at the time of examination for adjustment of such alien.

Alien's admission record.

Upon approval of an application under this subsection, the Attorney General shall establish a record of the alien's admission for lawful permanent residence as of the date one year before the date of the approval of the application.

8 USC 1182.

"(c) The provisions of paragraphs (14), (15), (20), (21), (25), and (32) of section 212(a) shall not be applicable to any alien seeking adjustment of status under this section, and the Attorney General may waive any other provision of such section (other than paragraph (27), (29), or (33) and other than so much of paragraph (23) as relates to trafficking in narcotics) with respect to such an alien for humanitarian purposes, to assure family unity, or when it is otherwise in the public interest.".

(c) The table of contents of such Act is amended by inserting after the item relating to section 206 the following new items:

"Sec. 207. Annual admission of refugees and admission of emergency situation refugees.
"Sec. 208. Asylum procedure.
"Sec. 209. Adjustment of status of refugees."

Sec. 202. Section 211 of the Immigration and Nationality Act (8 U.S.C. 1181) is amended—

(1) by inserting "and subsection (c)" in subsection (a) after "Except as provided in subsection (b)"; and

(2) by adding at the end thereof the following new subsection:

"(c) The provisions of subsection (a) shall not apply to an alien whom the Attorney General admits to the United States under section 207.".

Sec. 203. (a) Subsection (a) of section 201 of the Immigration and Nationality Act (8 U.S.C. 1151) is amended to read as follows:

8 USC 1101.

Ante, p. 105.

"(a) Exclusive of special immigrants defined in section 101(a)(27), immediate relatives specified in subsection (b) of this section, and aliens who are admitted or granted asylum under section 207 or 208, the number of aliens born in any foreign state or dependent area who may be issued immigrant visas or who may otherwise acquire the status of an alien lawfully admitted to the United States for permanent residence, shall not in any of the first three quarters of any fiscal year exceed a total of seventy-two thousand and shall not in any fiscal year exceed two hundred and seventy thousand.".

(b) Section 202 of such Act (8 U.S.C. 1152) is amended—

(1) by striking out "and the number of conditional entries" in subsection (a);

(2) by striking out "(8)" in subsection (a) and inserting in lieu thereof "(7)";

(3) by striking out "or conditional entries" and "and conditional entries" in subsection (e);

(4) by striking out "20 per centum" in subsection (e)(2) and inserting in lieu thereof "26 per centum";

(5) by striking out paragraph (7) of subsection (e);

(6) by striking out "(7)" in paragraph (8) of subsection (e) and inserting in lieu thereof "(6)"; and

(7) by redesignating paragraph (8) of subsection (e) as paragraph (7).

(c) Section 203 of such Act (8 U.S.C. 1153) is amended—

(1) by striking out "or their conditional entry authorized, as the case may be," in subsection (a);

(2) by striking out "20 per centum" in subsection (a)(2) and inserting in lieu thereof "26 per centum";

(3) by striking out paragraph (7) of subsection (a);

(4) by striking out "and less the number of conditional entries and visas available pursuant to paragraph (7)" in subsection (a)(8);

(5) by striking out "or to conditional entry under paragraphs (1) through (8)" in subsection (a)(9) and inserting in lieu thereof "under paragraphs (1) through (7)";

(6) by redesignating paragraphs (8) and (9) of subsection (a) as paragraphs (7) and (8), respectively;

(7) by striking out "(7)" in subsection (d) and inserting in lieu thereof "(6)"; and

(8) by striking out subsections (f), (g), and (h).

(d) Sections 212(a)(14), 212(a)(32), and 244(d) of such Act (8 U.S.C. 1182(a)(14), 1182(a)(32), 1254(d)) are each amended by striking out "section 203(a)(8)" and inserting in lieu thereof "section 203(a)(7)".

(e) Subsection (h) of section 243 of such Act (8 U.S.C. 1253) is amended to read as follows:

Deportation. 8 USC 1251.

"(h)(1) The Attorney General shall not deport or return any alien (other than an alien described in section 241(a)(19)) to a country if the Attorney General determines that such alien's life or freedom would be threatened in such country on account of race, religion, nationality, membership in a particular social group, or political opinion.

"(2) Paragraph (1) shall not apply to any alien if the Attorney General determines that—

"(A) the alien ordered, incited, assisted, or otherwise participated in the persecution of any person on account of race, religion, nationality, membership in a particular social group, or political opinion;

"(B) the alien, having been convicted by a final judgment of a particularly serious crime, constitutes a danger to the community of the United States;

"(C) there are serious reasons for considering that the alien has committed a serious nonpolitical crime outside the United States prior to the arrival of the alien in the United States; or

"(D) there are reasonable grounds for regarding the alien as a danger to the security of the United States.".

(f) Section 212(d)(5) of such Act (8 U.S.C. 1182(d)(5)) is amended—

(1) by inserting "(A)" after "(5)";

(2) by inserting ", except as provided in subparagraph (B)," after "Attorney General may"; and

(3) by adding at the end thereof the following new subparagraph:

Parole into United States.

"(B) The Attorney General may not parole into the United States an alien who is a refugee unless the Attorney General determines that compelling reasons in the public interest with respect to that particular alien require that the alien be paroled into the United States rather than be admitted as a refugee under section 207.".

Ante, p. 103.

(g) Section 5 of Public Law 95-412 (8 U.S.C. 1182 note) is amended by striking out "September 30, 1980" and inserting in lieu thereof "April 1, 1980".

8 USC 1153 note.
8 USC 1101 note.
8 USC 1153.

(h) Any reference in any law (other than the Immigration and Nationality Act or this Act) in effect on April 1, 1980, to section 203(a)(7) of the Immigration and Nationality Act shall be deemed to be a reference to such section as in effect before such date and to sections 207 and 208 of the Immigration and Nationality Act.

Ante, p. 105.

8 USC 1255 note.

(i) Section 203(g) of such Act (8 U.S.C. 1153(g)), section 101(a)(3) of Public Law 95-145, and the first section of Public Law 89-732 are each amended by striking out "two years" and inserting in lieu thereof "one year".

Effective date.
8 USC 1101 note.

SEC. 204. (a) Except as provided in subsections (b) and (c), this title and the amendments made by this title shall take effect on the date of the enactment of this Act, and shall apply to fiscal years beginning with the fiscal year beginning October 1, 1979.

Ante, p. 103.
Ante, p. 106.

(b)(1)(A) Section 207(c) of the Immigration and Nationality Act (as added by section 201(b) of this Act) and the amendments made by subsections (b), (c), and (d) of section 203 of this Act shall take effect on April 1, 1980.

(B) The amendments made by section 203(f) shall apply to aliens paroled into the United States on or after the sixtieth day after the date of the enactment of this Act.

(C) The amendments made by section 203(i) shall take effect immediately before April 1, 1980.

Ante, p. 105

(2) Notwithstanding sections 207(a) and 209(b) of the Immigration and Nationality Act (as added by section 201(b) of this Act), the fifty thousand and five thousand numerical limitations specified in such respective sections shall, for fiscal year 1980, be equal to 25,000 and 2,500, respectively.

(3) Notwithstanding any other provision of law, for fiscal year 1980—

8 USC 1151.

(A) the fiscal year numerical limitation specified in section 201(a) of the Immigration and Nationality Act shall be equal to 280,000, and

8 USC 1153, 1152.

(B) for the purpose of determining the number of immigrant visas and adjustments of status which may be made available under sections 203(a)(2) and 202(e)(2) of such Act, the granting of a conditional entry or adjustment of status under section 203(a)(7) or 202(e)(7) of such Act after September 30, 1979, and before April 1, 1980, shall be considered to be the granting of an immigrant visa under section 203(a)(2) or 202(e)(2), respectively, of such Act during such period.

Conditional entrant status.
Ante, p. 107.

(c)(1) The repeal of subsections (g) and (h) of section 203 of the Immigration and Nationality Act, made by section 203(c)(8) of this title, shall not apply with respect to any individual who before April 1, 1980, was granted a conditional entry under section 203(a)(7) of the Immigration and Nationality Act (and under section 202(e)(7) of such

Act, if applicable), as in effect immediately before such date, and it shall not apply to any alien paroled into the United States before April 1, 1980, who is eligible for the benefits of section 5 of Public Law 95-412.

8 USC 1182 note.
Registration date.

(2) An alien who, before April 1, 1980, established a date of registration at an immigration office in a foreign country on the basis of entitlement to a conditional entrant status under section 203(a)(7) of the Immigration and Nationality Act (as in effect before such date), shall be deemed to be entitled to refugee status under section 207 of such Act (as added by section 201(b) of this title) and shall be accorded the date of registration previously established by that alien. Nothing in this paragraph shall be construed to preclude the acquisition by such an alien of a preference status under section 203(a) of such Act.

8 USC 1153.
Ante, p. 103.

Waiver.
8 USC 1182.

(3) The provisions of paragraphs (14), (15), (20), (21), (25), and (32) of section 212(a) of the Immigration and Nationality Act shall not be applicable to any alien who has entered the United States before April 1, 1980, pursuant to section 203(a)(7) of such Act or who has been paroled as a refugee into the United States under section 212(d)(5) of such Act, and who is seeking adjustment of status, and the Attorney General may waive any other provision of section 212(a) of such Act (other than paragraph (27), (29), or (33) and other than so much of paragraph (23) as relates to trafficking in narcotics) with respect to such an alien for humanitarian purposes, to assure family unity, or when it is otherwise in the public interest.

Determination, deadline.
8 USC 1157 note.

(d)(1) Notwithstanding section 207(a) of the Immigration and Nationality Act (as added by section 201(b) of this title), the President may make the determination described in the first sentence of such section not later than forty-five days after the date of the enactment of this Act for fiscal year 1980.

Asylum procedure, deadline.
8 USC 1158 note.
Ante, p. 105.
8 USC 1521 note.

(2) The Attorney General shall establish the asylum procedure referred to in section 208(a) of the Immigration and Nationality Act (as added by section 201(b) of this title) not later than June 1, 1980.

(e) Any reference in this Act or in chapter 2 of title IV of the Immigration and Nationality Act to the Secretary of Education or the Secretary of Health and Human Services or to the Department of Health and Human Services shall be deemed, before the effective date of the Department of Education Organization Act, to be a reference to the Secretary of Health, Education, and Welfare or to the Department of Health, Education, and Welfare, respectively.

93 Stat. 668.
20 USC 3401 note.

TITLE III—UNITED STATES COORDINATOR FOR REFUGEE AFFAIRS AND ASSISTANCE FOR EFFECTIVE RESETTLEMENT OF REFUGEES IN THE UNITED STATES

PART A—UNITED STATES COORDINATOR FOR REFUGEE AFFAIRS

Presidential appointment.
8 USC 1525.

SEC. 301. (a) The President shall appoint, by and with the advice and consent of the Senate, a United States Coordinator for Refugee Affairs (hereinafter in this part referred to as the "Coordinator"). The Coordinator shall have the rank of Ambassador-at-Large.

(b) The Coordinator shall be responsible to the President for—

(1) the development of overall United States refugee admission and resettlement policy;

(2) the coordination of all United States domestic and international refugee admission and resettlement programs in a manner that assures that policy objectives are met in a timely fashion;

(3) the design of an overall budget strategy to provide individual agencies with policy guidance on refugee matters in

the preparation of their budget requests, and to provide the Office of Management and Budget with an overview of all refugee-related budget requests;

(4) the presentation to the Congress of the Administration's overall refugee policy and the relationship of individual agency refugee budgets to that overall policy;

(5) advising the President, Secretary of State, Attorney General, and the Secretary of Health and Human Services on the relationship of overall United States refugee policy to the admission of refugees to, and the resettlement of refugees in, the United States;

(6) under the direction of the Secretary of State, representation and negotiation on behalf of the United States with foreign governments and international organizations in discussions on refugee matters and, when appropriate, submitting refugee issues for inclusion in other international negotiations;

(7) development of an effective and responsive liaison between the Federal Government and voluntary organizations, Governors and mayors, and others involved in refugee relief and resettlement work to reflect overall United States Government policy;

Recommendations to President and Congress.

(8) making recommendations to the President and to the Congress with respect to policies for, objectives of, and establishment of priorities for, Federal functions relating to refugee admission and resettlement in the United States; and

(9) reviewing the regulations, guidelines, requirements, criteria, and procedures of Federal departments and agencies applicable to the performance of functions relating to refugee admission and resettlement in the United States.

Consultation.

(c)(1) In the conduct of the Coordinator's duties, the Coordinator shall consult regularly with States, localities, and private nonprofit voluntary agencies concerning the sponsorship process and the intended distribution of refugees.

Reports to coordinator.

(2) The Secretary of Labor and the Secretary of Education shall provide the Coordinator with regular reports describing the efforts of their respective departments to increase refugee access to programs within their jurisdiction, and the Coordinator shall include information on such programs in reports submitted under section 413(a)(1) of the Immigration and Nationality Act.

Post, p. 115.

PART B—ASSISTANCE FOR EFFECTIVE RESETTLEMENT OF REFUGEES IN THE UNITED STATES

SEC. 311. (a) Title IV of the Immigration and Nationality Act is amended—

(1) by striking out the title heading and inserting in lieu thereof the following:

"TITLE IV—MISCELLANEOUS AND REFUGEE ASSISTANCE

"CHAPTER 1—MISCELLANEOUS"; and

(2) by adding at the end thereof the following new chapter:

"CHAPTER 2—REFUGEE ASSISTANCE

"OFFICE OF REFUGEE RESETTLEMENT

Establishment.
8 USC 1521

"SEC. 411. (a) There is established, within the Department of Health and Human Services, an office to be known as the Office of Refugee Resettlement (hereinafter in this chapter referred to as the 'Office'). The head of the Office shall be a Director (hereinafter in this chapter referred to as the 'Director'), to be appointed by the Secretary of Health and Human Services (hereinafter in this chapter referred to as the 'Secretary').

Director.

Functions.

"(b) The function of the Office and its Director is to fund and administer (directly or through arrangements with other Federal agencies), in consultation with and under the general policy guidance of the United States Coordinator for Refugee Affairs (hereinafter in this chapter referred to as the 'Coordinator'), programs of the Federal Government under this chapter.

"AUTHORIZATION FOR PROGRAMS FOR DOMESTIC RESETTLEMENT OF AND ASSISTANCE TO REFUGEES

8 USC 1522.

"SEC. 412. (a) CONDITIONS AND CONSIDERATIONS.—(1) In providing assistance under this section, the Director shall, to the extent of available appropriations, (A) make available sufficient resources for employment training and placement in order to achieve economic self-sufficiency among refugees as quickly as possible, (B) provide refugees with the opportunity to acquire sufficient English language training to enable them to become effectively resettled as quickly as possible, (C) insure that cash assistance is made available to refugees in such a manner as not to discourage their economic self-sufficiency, in accordance with subsection (e)(2), and (D) insure that women have the same opportunities as men to participate in training and instruction.

Consultation.

"(2) The Director, together with the Coordinator, shall consult regularly with State and local governments and private nonprofit voluntary agencies concerning the sponsorship process and the intended distribution of refugees among the States and localities.

Domestic assistance, periodic assessment.

"(3) In the provision of domestic assistance under this section, the Director shall make a periodic assessment, based on refugee population and other relevant factors, of the relative needs of refugees for assistance and services under this chapter and the resources available to meet such needs. In allocating resources, the Director shall avoid duplication of services and provide for maximum coordination between agencies providing related services.

Grants and contracts.

"(4) No grant or contract may be awarded under this section unless an appropriate proposal and application (including a description of the agency's ability to perform the services specified in the proposal) are submitted to, and approved by, the appropriate administering official. Grants and contracts under this section shall be made to those agencies which the appropriate administering official determines can best perform the services. Payments may be made for activities authorized under this chapter in advance or by way of reimbursement. In carrying out this section, the Director, the Secretary of State, and any such other appropriate administering official are authorized—

"(A) to make loans, and

"(B) to accept and use money, funds, property, and services of any kind made available by gift, devise, bequest, grant, or otherwise for the purpose of carrying out this section.

"(5) Assistance and services funded under this section shall be provided to refugees without regard to race, religion, nationality, sex, or political opinion.

Assistance, conditions.

"(6) As a condition for receiving assistance under this section, a State must—

"(A) submit to the Director a plan which provides—

"(i) a description of how the State intends to encourage effective refugee resettlement and to promote economic self-sufficiency as quickly as possible,

"(ii) a description of how the State will insure that language training and employment services are made available to refugees receiving cash assistance,

"(iii) for the designation of an individual, employed by the State, who will be responsible for insuring coordination of public and private resources in refugee resettlement,

"(iv) for the care and supervision of and legal responsibility for unaccompanied refugee children in the State, and

"(v) for the identification of refugees who at the time of resettlement in the State are determined to have medical conditions requiring, or medical histories indicating a need for, treatment or observation and such monitoring of such treatment or observation as may be necessary;

"(B) meet standards, goals, and priorities, developed by the Director, which assure the effective resettlement of refugees and which promote their economic self-sufficiency as quickly as possible and the efficient provision of services; and

Report.

"(C) submit to the Director, within a reasonable period of time after the end of each fiscal year, a report on the uses of funds provided under this chapter which the State is responsible for administering.

Assistance monitoring system, development.

"(7) The Secretary, together with the Secretary of State with respect to assistance provided by the Secretary of State under subsection (b), shall develop a system of monitoring the assistance provided under this section. This system shall include—

"(A) evaluations of the effectiveness of the programs funded under this section and the performance of States, grantees, and contractors;

"(B) financial auditing and other appropriate monitoring to detect any fraud, abuse, or mismanagement in the operation of such programs; and

"(C) data collection on the services provided and the results achieved.

Application information.

"(8) The Attorney General shall provide the Director with information supplied by refugees in conjunction with their applications to the Attorney General for adjustment of status, and the Director shall compile, summarize, and evaluate such information.

"(9) The Secretary and the Secretary of State may issue such regulations as each deems appropriate to carry out this chapter.

"Refugee."
Ante, p. 103.

"(10) For purposes of this chapter, the term 'refugee' includes any alien described in section 207(c)(2).

Grants and contracts.

"(b) PROGRAM OF INITIAL RESETTLEMENT.—(1)(A) For—

"(i) fiscal years 1980 and 1981, the Secretary of State is authorized, and

(ii) fiscal year 1982 and succeeding fiscal years, the Director (except as provided in subparagraph (B)) is authorized, to make grants to, and contracts with, public or private nonprofit agencies for initial resettlement (including initial reception and placement with sponsors) of refugees in the United States. Grants to, or contracts with, private nonprofit voluntary agencies under this paragraph shall be made consistent with the objectives of this chapter, taking into account the different resettlement approaches and practices of such agencies. Resettlement assistance under this paragraph shall be provided in coordination with the Director's provision of other assistance under this chapter. The Secretary of State and the Director shall jointly monitor the assistance provided during fiscal years 1980 and 1981 under this paragraph.

Study, report to Congress.

"(B) The President shall provide for a study of which agency is best able to administer the program under this paragraph and shall report, not later than March 1, 1981, to the Congress on such study. If the President determines after such study that the Director should not administer the program under this paragraph, the authority of the Director under the first sentence of subparagraph (A) shall be exercised by such officer as the President shall from time to time specify.

Orientation, education, and job training programs.

"(2) The Director is authorized to develop programs for such orientation, instruction in English, and job training for refugees, and such other education and training of refugees, as facilitates their resettlement in the United States. The Director is authorized to implement such programs, in accordance with the provisions of this section, with respect to refugees in the United States. The Secretary of State is authorized to implement such programs with respect to refugees awaiting entry into the United States.

Refugee temporary care.

50 USC app. 1211 note.

"(3) The Secretary is authorized, in consultation with the Coordinator, to make arrangements (including cooperative arrangements with other Federal agencies) for the temporary care of refugees in the United States in emergency circumstances, including the establishment of processing centers, if necessary, without regard to such provisions of law (other than the Renegotiation Act of 1951 and section 414(b) of this chapter) regulating the making, performance, amendment, or modification of contracts and the expenditure of funds of the United States Government as the Secretary may specify.

Medical screening and care.

"(4) The Secretary, in consultation with the Coordinator, shall—

"(A) assure that an adequate number of trained staff are available at the location at which the refugees enter the United States to assure that all necessary medical records are available and in proper order;

"(B) provide for the identification of refugees who have been determined to have medical conditions affecting the public health and requiring treatment;

"(C) assure that State or local health officials at the resettlement destination within the United States of each refugee are promptly notified of the refugee's arrival and provided with all applicable medical records; and

"(D) provide for such monitoring of refugees identified under subparagraph (B) as will insure that they receive appropriate and timely treatment.

The Secretary shall develop and implement methods for monitoring and assessing the quality of medical screening and related health services provided to refugees awaiting resettlement in the United States.

"(c) PROJECT GRANTS AND CONTRACTS FOR SERVICES FOR REFUGEES.—The Director is authorized to make grants to, and enter into contracts with, public or private nonprofit agencies for projects specifically designed—

"(1) to assist refugees in obtaining the skills which are necessary for economic self-sufficiency, including projects for job training, employment services, day care, professional refresher training, and other recertification services;

"(2) to provide training in English where necessary (regardless of whether the refugees are employed or receiving cash or other assistance); and

"(3) to provide where specific needs have been shown and recognized by the Director, health (including mental health) services, social services, educational and other services.

"(d) Assistance for Refugee Children.—(1) The Director is authorized to make grants, and enter into contracts, for payments for projects to provide special educational services (including English language training) to refugee children in elementary and secondary schools where a demonstrated need has been shown.

Child welfare services.

"(2)(A) The Director is authorized to provide assistance, reimbursement to States, and grants to and contracts with public and private nonprofit agencies, for the provision of child welfare services, including foster care maintenance payments and services and health care, furnished to any refugee child (except as provided in subparagraph (B)) during the thirty-six month period beginning with the first month in which such refugee child is in the United States.

42 USC 620.

"(B)(i) In the case of a refugee child who is unaccompanied by a parent or other close adult relative (as defined by the Director), the services described in subparagraph (A) may be furnished until the month after the child attains eighteen years of age (or such higher age as the State's child welfare services plan under part B of title IV of the Social Security Act prescribes for the availability of such services to any other child in that State).

Legal and financial responsibility, interim period.

"(ii) The Director shall attempt to arrange for the placement under the laws of the States of such unaccompanied refugee children, who have been accepted for admission to the United States, before (or as soon as possible after) their arrival in the United States. During any interim period while such a child is in the United States or in transit to the United States but before the child is so placed, the Director shall assume legal responsibility (including financial responsibility) for the child, if necessary, and is authorized to make necessary decisions to provide for the child's immediate care.

"(iii) In carrying out the Director's responsibilities under clause (ii), the Director is authorized to enter into contracts with appropriate public or private nonprofit agencies under such conditions as the Director determines to be appropriate.

List of unaccompanied children.

"(iv) The Director shall prepare and maintain a list of (I) all such unaccompanied children who have entered the United States after April 1, 1975, (II) the names and last known residences of their parents (if living) at the time of arrival, and (III) the children's location, status, and progress.

"(e) Cash Assistance and Medical Assistance to Refugees.—(1) The Director is authorized to provide assistance, reimbursement to States, and grants to, and contracts with, public or private nonprofit agencies for up to 100 per centum of the cash assistance and medical assistance provided to any refugee during the thirty-six month period beginning with the first month in which such refugee has entered the United States and for the identifiable and reasonable administrative costs of providing this assistance.

"(2) Cash assistance provided under this subsection to an employable refugee is conditioned, except for good cause shown—

"(A) on the refugee's registration with an appropriate agency providing employment services described in subsection (c)(1), or, if there is no such agency available, with an appropriate State or local employment service; and

"(B) on the refugee's acceptance of appropriate offers of employment;

except that subparagraph (A) does not apply during the first sixty days after the date of the refugee's entry.

English training.

"(3) The Director shall develop plans to provide English training and other appropriate services and training to refugees receiving cash assistance.

Aid under State plan.
42 USC 601, 1396.
42 USC 1381.

"(4) If a refugee is eligible for aid or assistance under a State plan approved under part A of title IV or under title XIX of the Social Security Act, or for supplemental security income benefits (including State supplementary payments) under the program established under title XVI of that Act, funds authorized under this subsection shall only be used for the non-Federal share of such aid or assistance, or for such supplementary payments, with respect to cash and medical assistance provided with respect to such refugee under this paragraph.

Medical assistance provision.
42 USC 1396.

"(5) The Director is authorized to allow for the provision of medical assistance under paragraph (1) to any refugee, during the one-year period after entry, who does not qualify for assistance under a State plan approved under title XIX of the Social Security Act on account of any resources or income requirement of such plan, but only if the Director determines that—

"(A) this will (i) encourage economic self-sufficiency, or (ii) avoid a significant burden on State and local governments; and

"(B) the refugee meets such alternative financial resources and income requirements as the Director shall establish.

"CONGRESSIONAL REPORTS

8 USC 1523.

"Sec. 413. (a)(1) The Secretary, in consultation with the Coordinator, shall submit a report on activities under this chapter to the Committees on the Judiciary of the House of Representatives and of the Senate not later than the January 31 following the end of each fiscal year, beginning with fiscal year 1980.

Contents.

"(2) Each such report shall contain—

"(A) an updated profile of the employment and labor force statistics for refugees who have entered under this Act since May 1975, as well as a description of the extent to which refugees received the forms of assistance or services under this chapter during that period;

"(B) a description of the geographic location of refugees;

"(C) a summary of the results of the monitoring and evaluation conducted under section 412(a)(7) during the period for which the report is submitted;

"(D) a description of (i) the activities, expenditures, and policies of the Office under this chapter and of the activities of States, voluntary agencies, and sponsors, and (ii) the Director's plans for improvement of refugee resettlement;

"(E) evaluations of the extent to which (i) the services provided under this chapter are assisting refugees in achieving economic self-sufficiency, achieving ability in English, and achieving employment commensurate with their skills and abilities, and

(ii) any fraud, abuse, or mismanagement has been reported in the provisions of services or assistance;

"(F) a description of any assistance provided by the Director pursuant to section 412(e)(5);

"(G) a summary of the location and status of unaccompanied refugee children admitted to the United States; and

"(H) a summary of the information compiled and evaluation made under section 412(a)(8).

Analysis. "(b) The Secretary, in consultation with the Coordinator, shall conduct and report to Congress, not later than one year after the date of the enactment of this chapter, an analysis of—

"(1) resettlement systems used by other countries and the applicability of such systems to the United States;

"(2) the desirability of using a system other than the current welfare system for the provision of cash assistance, medical assistance, or both, to refugees; and

"(3) alternative resettlement strategies.

"AUTHORIZATION OF APPROPRIATIONS

8 USC 1524. "SEC. 414. (a)(1) There are hereby authorized to be appropriated for fiscal year 1980 and for each of the two succeeding fiscal years, such sums as may be necessary for the purpose of providing initial resettlement assistance, cash and medical assistance, and child welfare services under subsections (b)(1), (b)(3), (b)(4), (d)(2), and (e) of section 412.

"(2) There are hereby authorized to be appropriated for fiscal year 1980 and for each of the two succeeding fiscal years $200,000,000, for the purpose of carrying out the provisions (other than those described in paragraph (1)) of this chapter.

Contract authority "(b) The authority to enter into contracts under this chapter shall be effective for any fiscal year only to such extent or in such amounts as are provided in advance in appropriation Acts.".

SEC. 312. (a) The table of contents of the Immigration and Nationality Act is amended—

(1) by striking out the item relating to title IV and inserting in lieu thereof the following:

"TITLE IV—MISCELLANEOUS AND REFUGEE ASSISTANCE

"CHAPTER 1—MISCELLANEOUS";

and

(2) by adding at the end the following new items:

"CHAPTER 2—REFUGEE ASSISTANCE

"Sec. 411. Office of Refugee Resettlement.
"Sec. 412. Authorization for programs for domestic resettlement of and assistance to refugees.
"Sec. 413. Congressional reports.
"Sec. 414. Authorization of appropriations.".

Contributions to United Nations. (b)(1) Subsection (b) of section 2 of the Migration and Refugee Assistance Act of 1962 (22 U.S.C. 2601) is amended by striking out paragraphs (1) through (6) and inserting in lieu thereof the following:

"(1) for contributions to the activities of the United Nations High Commissioner for Refugees for assistance to refugees under his mandate or persons on behalf of whom he is exercising his good offices, and for contributions to the Intergovernmental Committee for European Migration, the International Committee of the Red Cross, and to other relevant international organizations; and

"(2) for assistance to or on behalf of refugees who are outside the United States designated by the President (by class, group, or designation of their respective countries of origin or areas of residence) when the President determines that such assistance will contribute to the foreign policy interests of the United States.".

Assistance for refugees outside U.S.

(2) Subsection (c)(2) of such section is amended by striking out "$25,000,000" and inserting in lieu thereof "$50,000,000".

(c) The Indochina Migration and Refugee Assistance Act of 1975 (Public Law 94-23) is repealed.

Repeal.
22 USC 2601 note.

SEC. 313. (a) Except as otherwise provided in this section, the amendments made by this part shall apply to fiscal years beginning on or after October 1, 1979.

Limitations.
8 USC 1522 note.

(b) Subject to subsection (c), the limitations contained in sections 412(d)(2)(A) and 412(e)(1) of the Immigration and Nationality Act on the duration of the period for which child welfare services and cash and medical assistance may be provided to particular refugees shall not apply to such services and assistance provided before April 1, 1981.

Ante, p. 111.

(c) Notwithstanding section 412(e)(1) of the Immigration and Nationality Act and in lieu of any assistance which may otherwise be provided under such section with respect to Cuban refugees who entered the United States and were receiving assistance under section 2(b) of the Migration and Refugee Assistance Act of 1962 before October 1, 1978, the Director of the Office of Refugee Resettlement is authorized—

Cuban refugees.
22 USC 2601.

(1) to provide reimbursement—
  (A) in fiscal year 1980, for 75 percent,
  (B) in fiscal year 1981, for 60 percent,
  (C) in fiscal year 1982, for 45 percent, and
  (D) in fiscal year 1983, for 25 percent,

of the non-Federal costs of providing cash and medical assistance (other than assistance described in paragraph (2)) to such refugees, and

(2) to provide reimbursement in any fiscal year for 100 percent of the non-Federal costs associated with such Cuban refugees with respect to whom supplemental security income payments were being paid as of September 30, 1978, under title XVI of the Social Security Act.

Non-Federal cost reimbursement.

(d) The requirements of section 412(a)(6)(A) of the Immigration and Nationality Act shall apply to assistance furnished under chapter 2 of title IV of such Act after October 1, 1980, or such earlier date as the Director of the Office of Refugee Resettlement may establish.

Ante, p. 111.

TITLE IV—SOCIAL SERVICES FOR CERTAIN APPLICANTS FOR ASYLUM

SEC. 401. (a) The Director of the Office of Refugee Resettlement is authorized to use funds appropriated under paragraphs (1) and (2) of section 414(a) of the Immigration and Nationality Act to reimburse State and local public agencies for expenses which those agencies incurred, at any time, in providing aliens described in subsection (c) of this section with social services of the types for which reimbursements were made with respect to refugees under paragraphs (3) through (6) of section 2(b) of the Migration and Refugee Assistance

8 USC 1522 note.
Ante, p. 116.

22 USC 2601. Act of 1962 (as in effect prior to the enactment of this Act) or under any other Federal law.

Work permit. (b) The Attorney General is authorized to grant to an alien described in subsection (c) of this section permission to engage in employment in the United States and to provide to that alien an "employment authorized" endorsement or other appropriate work permit.

Applicability. (c) This section applies with respect to any alien in the United States (1) who has applied before November 1, 1979, for asylum in the United States, (2) who has not been granted asylum, and (3) with respect to whom a final, nonappealable, and legally enforceable order of deportation or exclusion has not been entered.

Approved March 17, 1980.

LEGISLATIVE HISTORY:

HOUSE REPORTS: No. 96-608 accompanying H.R. 2816 (Comm. on the Judiciary) and No. 96-781 (Comm. of Conference).
SENATE REPORTS: No. 96-256 (Comm. on the Judiciary) and No. 96-590 (Comm. of Conference).
CONGRESSIONAL RECORD:
Vol. 125 (1979): Sept 6, considered and passed Senate.
Dec. 20, H.R. 2816 considered and passed House; passage vacated and S. 643, amended, passed in lieu.
Vol. 126 (1980): Feb. 26, Senate agreed to conference report.
Mar. 4, House agreed to conference report.
WEEKLY COMPILATION OF PRESIDENTIAL DOCUMENTS:
Vol. 16, No. 12 (1980): Mar. 18, Presidential statement.

○

Appendix 2

SAMPLE MARRIAGE APPLICATION FORM

FRONT

Marriage License Bureau

THE CITY CLERK'S OFFICE

Registration No.________

AFFIDAVIT AND APPLICATION FOR LICENSE TO MARRY

Please PRINT answers
except for signatures

GROOM________ ________ ________
(First Name) (Middle Name) (Last Name)

BRIDE________ ________ ________
(First Name) (Middle Name) (Last Name)

▶ Applicants for a license for marriage, being severally sworn, depose and say, to the best of their knowledge and belief the following statement respectively signed by them is true.

FROM THE GROOM:

1. Full name________
2. Place of residence________ (Street address)
   Borough or County________
   City________ State________
3. Age____Date of birth________ (mo.) (day) (year)
   Place of birth________ (city) (state) (country)
4. Usual Occupation________
   Industry or Business________
5. Full name of father________
   City and Country of birth of father________
6. Full maiden name of mother________
   City and Country of birth of mother________
7. Have you been married before (check X)
   No ☐ Yes ☐ Number________
8. Full maiden name of former #1________
   wife or wives #2________
   Are they living or dead #1______ #2______ (so state)
9. Were you a party to a (check X)
   divorce ☐ annulment ☐ or dissolution ☐
   When, where, against whom
   #1________
   #2________
10. Grounds of the divorce or annulment________
11. Where was the defendant served with summons________
12. Did defendant appear in person in Court____
    Or by Attorney______ Or serve answer______

▶ I declare that no legal impediment exists as to my right to enter into the marriage state.

▶ ________
Signature of Groom (Do not Print)

FROM THE BRIDE:

1. Full name________
2. Place of residence________ (Street address)
   Borough or County________
   City________ State________
3. Age____Date of birth________ (mo.) (day) (year)
   Place of birth________ (city) (state) (country)
4. Usual Occupation________
   Industry or Business________
5. Full name of father________
   City and Country of birth of father________
6. Full maiden name of mother________
   City and Country of birth of mother________
7. Have you been married before (check X)
   No ☐ Yes ☐ Number________
8. Full name of former #1________
   husband or husbands #2________
   Are they living or dead #1______ #2______ (so state)
9. Were you a party to a (check X)
   divorce ☐ annulment ☐ or dissolution ☐
   When, where, against whom
   #1________
   #2________
10. Grounds of the divorce or annulment________
11. Where was the defendant served with summons________
12. Did defendant appear in person in Court____
    Or by Attorney______ Or serve answer______

▶ I declare that no legal impediment exists as to my right to enter into the marriage state.

▶ ________
Signature of Bride (Do Not Print)

Subscribed and severally sworn to before me the____ day of________ 19____

____
Clerk

FUTURE ADDRESS
(Enter here EXACT FUTURE ADDRESS after marriage, if known)

____
(Street Address)

____
(City, Town, or Village) (State)

BACK

This is the back of the form.

Office Use

Groom		Bride
☐	Birth Record	☐
☐	Baptismal Certificate	☐
☐	Passport	☐
☐	Driver's License	☐
☐	School Record	☐
☐	Other	☐

Date____________________

GROOM'S PARENTS CONSENT

A. This is to certify that we—I who have hereto subscribed our my names, do hereby consent that____________________who is our my son our—my ward and who is under the age of
Groom's Name
21 years, having been born____________________19_____, shall be united in marriage to
month day year
____________________by any clergyman or other person authorized by law to
Bride's Name
solemnize marriages.

B.

Subscribed and severally sworn to
before me on____________day of
____________________19____
____
Clerk

____
____
(Signatures of Parents or Guardian)

Date____________________

BRIDE'S PARENTS CONSENT

A. This is to certify that we—I who have hereto subscribed our my names, do hereby consent that____________________who is our my daughter our—my ward and who is under the
Bride's Name
age of 18 years, having been born____________________19_____, shall be united in marriage to
month day year
____________________by any clergyman or other person authorized by law to
Grooms's Name
solemnize marriages.

B.

Subscribed and severally sworn to
before me on____________day of
____________________19____
____
Clerk

____
____
(Signatures of Parents or Guardian)

Appendix 3

FRONT

SAMPLE DRIVER'S LICENSE APPLICATION

APPLICATION FOR DRIVER'S LICENSE

(Please print with Blue or Black ink in the spaces at arrows)

1 ____
LAST NAME FIRST MIDDLE INITIAL

2 BIRTHDATE ______ | ______ | ______ 3 SEX ______ | ______
MONTH DAY YEAR M F

4 MAILING ADDRESS ____
NUMBER AND STREET

4a ____
CITY OR TOWN STATE ZIP CODE

5 LEGAL ADDRESS (if different from mailing address) ____
NUMBER AND STREET

5a ____
CITY OR TOWN STATE ZIP CODE

6 Has your address changed since your last license was issued? ☐ Yes ☐ No

7 Height ______________ 7a Eye Color ______________ 7b Weight ________

8 Special Restrictions: Corrective Lenses ☐ Yes ☐ No

Other: ____
EXPLAIN

9 If you are already a licensed driver, enter the following information:

____
DRIVER LICENSE NUMBER STATE LICENSED ISSUED BY

BACK

ANSWER ALL QUESTIONS WHICH APPLY TO YOU.

A

Learner's Permit or Original for persons under 18 years old.

CONSENT OF PARENT OR GUARDIAN

I am the parent or guardian of the applicant named and hereby I consent to the issuance of a permit or license to said applicant.

Signature of Parent or Guardian ____________ Relationship or Applicant ____________ Date ________

B

All applicants must answer all questions in this section.

For a duplicate, renewal or amended license have the conditions mentioned below occurred since your last license was issued? For an original or reciprocity license have the conditions mentioned ever occurred?

WRITE YES or NO

1. Have you had or been treated for a convulsive disorder, epilepsy, fainting or dizzy spells, or any condition which caused unconsciousness? ________
2. Have you been treated for a heart ailment? .... ________
3. Have you had any mental illness for which you have been confined to a Public or Private Institution or Hospital? ________
4. Have you been confined to an Institution or received medical treatment for alcoholism? ________
5. Have you been confined to an Institution or received treatment for narcotics addiction? ________

If you answered "Yes" to any of the questions above, obtain Form MV-80 from your Motor Vehicle Issuing Office.

6. Have you been found guilty of ANY crime, offense, or traffic infraction (except parking violations), or forfeited bail in any court either in this state or elsewhere?..... ________

If yes, give details below: if more space is needed use Form MV-22

Date	Crime,Infraction,Offense	Crime&Location

WRITE YES or NO

7. Are you currently on probation or parole as the result of a felony conviction or a misdemeanor conviction which has a sentence of one year or more? ________
8. Do you have any physical disability or have you suffered the loss of, or the loss of the use of a leg, hand, foot or eye?........................ ________
9. Have you ever had a license, permit or license privilege to operate a motor vehicle refused, suspended, revoked or cancelled, or an application for a Driver's License denied in this State or elsewhere?.................... ________

If yes, give reasons below. If accident was involved, give date and place.

10. Have you operated a vehicle while under suspension or revocation?.................. ________

Give the details with dates here:

C

All Licenses.

I, the undersigned, state that the information I have given in the foregoing application is true to the best of my knowledge and belief.

SIGN HERE X ____________________

Sign Name in Full-A married woman must use her own first name

EXAMPLE DRIVER'S LICENSE

CALIFORNIA DRIVER LICENSE

MUST BE CARRIED WHEN OPERATING A MOTOR VEHICLE OR APPLYING FOR A RENEWAL

EXPIRES ON

BIRTHDAY

1981

- Driver's License Number
- Name
- Street Address
- City or Town, State, Zip Code

SEX	HAIR	EYES	HEIGHT	WEIGHT	PRE LIC EXP

DATE OF BIRTH

MUST WEAR CORRECTIVE LENSES ☐

PHOTOGRAPH

OTHER
ADDRESS

X

SIGNATURE

Communication & Transportation

PART ONE: COMMUNICATION

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PART ONE: COMMUNICATION

Introduction

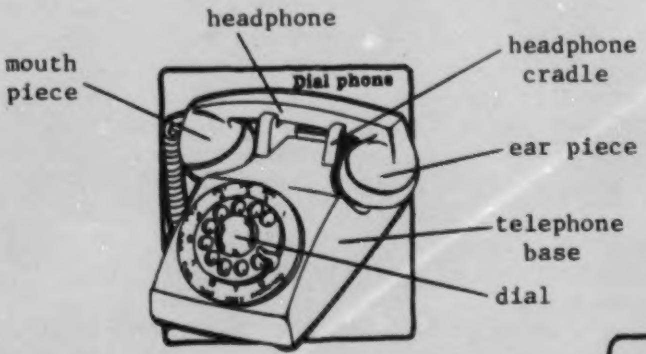
For most of us the word "communication" implies some kind of exchange of information between or among people. When long distances are involved, this sort of person-to-person process is aided by the use of the telephone, the mail system and the telegraph.

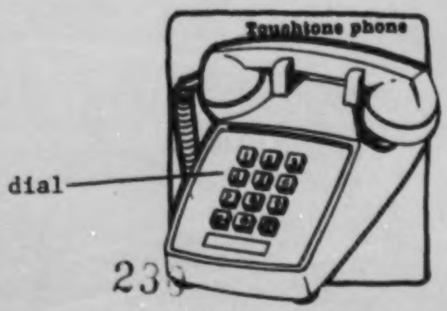
The Telephone

The telephone, of course, can be found the world over. However, the ease in which it is possible to have it installed in an American home is nothing less than astonishing. In 1980 it was estimated that their were 135 million telephones in service in the U.S., and another 100 million are expected to be installed by the year 2000. Few other forms of communication short of face-to-face dialogue allow individuals to interact so spontaneously. The telephone has become so much a part of the American lifestyle that it is hard for many people to imagine what it would be like without it.

For Southeast Asian refugees arriving in the U.S., a home telephone may be one of their best and nearest sources of support for whatever troubles may arise. And the cost for telephone service need not be prohibitive. The wise selection and use of the telephone makes it accessible even to those people who must operate on relatively small budgets.

The following illustrations provide some standard labels for telephone parts that will be used in this text:





The Phone Store. It was not very long ago that when a person wanted to have a telephone installed in his or her home the only choice that had to be made was what color the instrument should be. Potential customers would routinely make such requests by telephone. A serviceman would then go to the home, install the telephone and make the necessary financial arrangements. But things have changed. Telephone companies now offer an amazing variety of telephone instruments. There are different types of phones--regular dial, push-button dial, table phones, wall phones, etc. There are also different styles--everything from the easily recognized standard styles (shown above), to one that comes in the shape of a cartoon character, Mickey Mouse. Added to this variety of types, styles and colors comes an increasing array of functions that various telephone instruments are capable of performing. Some telephones, for example, can be "programmed" so that all the user needs to do to call a commonly used number is to push a single button!

In order to better market this variety of styles and services, telephone companies have established "telephone stores", where customers can view a display of available telephone instruments.

Suppose, then, that a person wants to install a telephone in his or her home. What should he do? The procedure might go something like this:

1) The customer goes to the telephone store where he or she SELECTS the kind of telephone to be installed in the home. Some models are sold, others are rented on a monthly basis. Purchase and rental prices vary with the type and style of telephone that is chosen.

2) The necessary FINANCIAL ARRANGEMENTS are made. Typically, this is done with the assistance of a salesperson who will have the customer fill out the appropriate forms, and who will answer any questions the customer might have about telephone service. The customer will receive a copy of the local TELEPHONE BOOK.

   If the person is a first-time customer of the telephone company, it is likely that they will be asked to leave a money DEPOSIT in the event that he or she is negligent in paying the monthly service bill.

3) Information will be given about the INSTALLATION of the telephone. In many homes where telephone jacks have been previously installed, the customer will be able to simply take the telephone with him when he

leaves the telephone store and plug it into the jack when he arrives home. A telephone serviceman will then activate the line and service begins. In other homes it may be necessary for a serviceman to install new lines into the home. There is a charge for installation--a small one when the home is already equipped with a telephone jack, and a larger amount when a serviceman is required to put in a new line. The installation charge can usually be paid as part of the monthly bill.

Telephone Sounds. After the telephone is installed, what's next? The user must become familiar with the different sounds heard over the phone. An incoming call makes the characteristic "ringing" sound. There is usually a lever or dial under the base of each telephone that can be used to adjust the volume of this ringing. By moving the lever or dial the ringing will become either softer or louder. When the telephone rings and the person picks up the headphone, they should say "Hello." The next sound they hear will be the voice of the person who called.

The sound that a person hears when they pick up the headphone (other than for incoming calls) is called the dial tone. It is a low, steady tone that indicates that the line is free and that an outgoing call can be made. When the person begins dialing to make the outgoing call, the dial tone stops. After dialing all the numbers, the next sound that the person would normally hear is the ringing sound of the telephone that was called.

Sometimes the line or the telephone to which the call was made is already in use. In this case the caller would then hear a busy signal--a series of sharp buzzing tones which indicate that, indeed, the telephone to which the call was made is in use. The caller will have to make the call again at some future time.

Finally, one other sound common to telephones is the very high, piercing tones that usually indicate that the headphone has not been correctly placed on its "cradle". These tones are greatly amplified so that anyone near the telephone will probably hear them.

Telephone Numbers. Every telephone has an area code number plus a seven-digit number. The area code number has three digits. All telephones within a certain designated area have the same area code. For example, all regular telephones within the state of Nevada have an area code number of "702". Each telephone, then, has a unique series of numbers composed of:

(three-digit area code) + (seven-digit number)

See Appendix 1,
AREA CODE MAP,
p. 296

Local Calls. When making a local call, that is, a call to another number within a community or to a nearby one, the caller need only dial the seven-digit telephone number. The area code number is not used. To find out if the number is, in fact, a local call, a person can consult the telephone directory to see what numbers are considered local calls. Another way would be for the caller to simply dial the number. If the telephone number is not a local call, there will either be silence, a busy signal, or a recording which tells the caller that the call cannot be placed as dialed.

The set monthly fee that pays for telephone service usually includes rental of the telephone instrument (if the telephone has not been purchased) as well as a set cost for making local calls. It usually does not matter how many local calls are made, the cost will be the same. In some areas, however, it is possible to make arrangements for "limited call" services. Only a certain number of local calls are allowed out per month for a basic charge. Any additional calls cost extra.

Long Distance Calls. Long distance calls are treated differently. Each is listed separately on the monthly telephone bill. The sum of these calls is added to the regular monthly telephone service fee (mentioned above) to determine the monthly bill.

See the SAMPLE TELEPHONE BILL in the "Consumerism and Finance" chapter p. 182

In general, costs for long distance calls vary according to these simple rules:

1) the more time involved, the greater the cost;

2) the greater the distance between stations, the greater the cost for a given amount of time;

3) calls made in the evenings, on the weekend or on national holidays cost less than similar calls made on weekdays during daytime hours;

4) direct dialed calls from one location to another generally cost less than operator assisted calls between the same two points.

Long distance callers are usually charged a set amount for each minute or fraction of a minute after the connection is made. The caller is charged the initial one-minute fee even if the call is for a much shorter period of time. It is a minimum charge that must be paid. Telephone books contain rate charts which give sample costs between various locations, for various times of the day, and depending on whether or not the call is direct dialed or operator assisted.

There are three kinds of long distance calls. The first are those calls which, though not local, are made to other numbers having the same area code number as the caller. To place these calls the caller need only dial "1" before dialing the seven-digit number:

1 + (seven-digit number)

The second kind of long distance call is that which is made to another place outside the callers area code. To place this kind of call the caller must first dial "1", then the area code of the number to be called, and finally the seven-digit number itself:

1 + (three-digit area code) + (seven-digit number)

See Appendix 2, pgs. 297-300, for various rate charts from Pacific Telephone and Telegraph Company's 1981 San Diego Telephone book

EXERCISE 1

Nguyen Van Tran lives in Portland, Oregon. He would like to call his brother, Nguyen Van Trinh, in Denver, Colorado. His brother's telephone number is 686-1593. What numbers would Tran dial in order to make a direct dial call to his brother? (Note: you will need to use the area code map found in Appendix 1.)

CHECK YOUR ANSWER AGAINST THE ANSWER GIVEN AT THE BOTTOM OF THE NEXT PAGE.

The third kind of long distance call is an international call. It is now possible to direct dial to many international locations, but in some cases it is still necessary to use operator assistance. The local telephone book provides instructions on how international calls can be made from the area in which one lives.

Person-to-Person Calls. A long distance call in which a person direct dials from one telephone to another is called a "station-to-station" call. Sometimes an individual may wish to make a long distance call to a specific person. These are known as "person-to-person" calls. Person-to-person calls may save the caller some money. Suppose, for example, that the caller wishes to speak to someone who shares a house and telephone with several other people. If the caller direct dials to the house someone will probably answer the telephone even though the person he wishes to speak to may not be there The caller will nevertheless have to pay for the first three minutes--the minimum charge required in long distance, station-to-station calls.

If instead, the caller were to make a person-to-person call, he would not be charged for the call unless the person were actually present to speak on the phone. However, because a person-to-person call is operator assisted, the cost will be at a higher rate than a direct dialed call.

Collect Calls. Sometimes it is necessary or convenient to make a long distance "collect call". A collect call means the person who is called pays or "collects" the charges. Collect calls must be made with the assistance of the telephone operator. After dialing or informing the operator of the number to be called, the operator will ask the caller's name. Before making the connection the operator will ask the person who is called whether or not they will accept the charges. If the person agrees, the connection is made and the conversation may begin.

Toll-Free Numbers. Toll-free or "800" numbers are telephone numbers that may be called from anywhere in the U.S. at no charge to the caller. These numbers are usually established by businesses or social service agencies as a way of making themselves more available to the general public. When calling a toll-free or "800" number, the following combination of numbers is used:

1 + 800 + (seven-digit number)

For several years, newly arriving Indochinese refugees have been able to make use of the toll-free "hotline" service provided by the Center for Applied Linguistics. This service is still in use as of June 1982, and is expected to continue for the foreseeable future.

See Appendix 3, TIME ZONE MAP, p. 301

Time Zones. The United States extends so far east to west that it is necessary to have several time zones. Within the continental U.S. alone, there are four zones. From east to west they are: Eastern, Central, Mountain, and Pacific time zones. If a person is making a long distance call, it may be important to consider the time differences. Suppose, for example, that someone living in Seattle, Washington wanted

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ANSWER TO EXERCISE 1: He should dial 1-303-686-1593 to call a friend who lived in Florida. If the person in Seattle called at 9:00 p.m., it would already be midnight in Florida.

EXERCISE 2

Somchay lives in Los Angeles. He would like to call his brother at his business in New York. Office hours are from 8:30 a.m. to 5:30 p.m., Eastern Standard Time. What would those hours be according to Pacific Standard Time so that Somchay would be sure to reach his brother? (Note: you may need to use the time zone map found in Appendix 3).

CHECK YOUR ANSWER AGAINST THE ANSWER GIVEN AT THE BOTTOM OF THE NEXT PAGE.

Being Put on Hold. Perhaps nothing can be more confusing to first-time telephone users than being put on hold. This typically occurs when the caller has dialed a business office. The person who answers the telephone may be a receptionist who, in turn, sends the call along to the proper person. What sometimes happens is that the caller is "put on hold", that is, the caller is asked to wait for a while until the person who is called is free to answer. If the office is very busy, it is not unusual to wait several minutes.

In other cases the first voice one hears is a recording saying that all the lines are busy and that the caller should try again at a later time. Sometimes the recording tells the caller that all the lines are busy, but that they will be placed on hold until their call goes through. Airline and bus ticket offices almost always have such recordings because of the large number of incoming calls.

While being put on hold sometimes requires great patience, it is not impossible that a caller is forgotten or accidentally disconnected. If, after several minutes of silence, the call has still not gone through, it may be advisable to hang up and try again.

The Telephone Book. Most individuals and businesses that have telephones are listed in the local telephone book. These books are obtained free of charge at the time an individual has a telephone installed in his or her home. The telephone book itself is divided into two main parts: the white pages and the Yellow Pages.

The white pages are an alphabetical list of individuals and businesses. The name, address and telephone number for each listing is given. A typical page taken from the white pages section of the telephone book can be found in Appendix 4. Individuals who are listed in the telephone book are alphabetized by their last name, then by their first and middle names. Businesses, on the other hand, are alphabetized by the main or important words in their title. For example, a local food market with the name "The Asian Food Store" would be alphabetized by the first main or important word in its title. Hence, one would not expect to find the store listed under "T" for "The", since this not a main word. It is more likely that the store will be listed under "A" for "Asian".

The white pages have guide words that assist the user in finding the right name. Guide words can be found at the top of each page. The first guide word is the first name listed on that particular page, while the second guide word is the last name listed on that particular page. When looking up a given name, the user can begin by looking at the guide words, and then the individual listings after the correct page has been found.

If a person cannot find the individual or business listed in the telephone book, or if the individual or business is not within the local area, a person may get help from Directory Assistance. The number for Directory Assistance is listed in the front of the telephone book. The person at Directory Assistance who answers the phone should be told the name and, if possible, the address of the individual or business to be contacted. The caller should have pen and paper handy, so that if Directory Assistance can find the number, the caller can write it down for future reference.

The other main part of the telephone book is the Yellow Pages. The Yellow Pages contain listings of various businesses and services. Unlike the white pages however, the Yellow Pages are divided or classified into various topic or subject areas, e.g. hotels, television, water pumps. Under each subject is

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ANSWER TO EXERCISE 2: Somchay would have to call between
5:30 a.m. and 2:30 p.m., PST.

an alphabetical listing of the various businesses that provide the relevant service or product. An example of how one might use the Yellow Pages is described in the Consumerism and Finance chapter.

See "Shopping by Telephone", p. 142

Emergency Assistance. As was previously mentioned the telephone can often be the nearest source of assistance in cases of emergency. What sort of assistance is there, and how does one go about getting it?

FIRE	Nearly every community has a special number that a person would call in case of an emergency involving fire. It is usually the number of the local fire department. These departments may also offer other emergency services. Paramedic teams, for example, are trained for all kinds of emergency situations such as automobile accidents or cases of cardiovascular arrest.
POLICE	For assistance in matters involving legal and criminal activities, the local police office or department would usually be the first place to call.
POISON CONTROL CENTER	Most larger communities have special offices that provide over-the-telephone instructions on what should be done in cases of poisoning.
AMBULANCE	Ambulances provide emergency treatment to accident victims or people in ill-health as well as transportation to the nearest appropriate health facility.

In addition to the above services, other possible listings include local hospitals, the doctor, the gas and the electric companies. Perhaps one good way to prepare for emergencies is to keep telephone numbers for each of the services mentioned above close by the telephone. Such as emergency telephone list appears on the following page.

When making emergency calls, it is important to be able to clearly state your name, address and telephone number. If these are written as part of the emergency list, it could prove invaluable. Details, such as new addresses, may be understandably forgotten given the stress or shock which occur during emergencies. In most areas assistance for any kind of emergency can be obtained by dialing a special number. The number is usually "911". In life or death situations it is also possible to dial "0" for operator, then simply and clearly describe the situation and give your name, address and telephone

EMERGENCY NUMBERS

Keep this information close to your telephone so it will be readily available if needed:

Your name ____________________

Your address ____________________

Your telephone number ____________________

Sponsor ____________________

Local VOLAG ____________________

Police ____________________

Fire Department ____________________

Doctor ____________________

Ambulance ____________________

Hospital ____________________

Poison Control Center ____________________

Emergency Number (usually 911; if not:) ____________________

Mutual Assistance Association ____________________

Special Indochinese Hotline (if any) ____________________

Others ____________________

____________________ ____________________

number. The operator will then make the appropriate call.

Public Telephones. Public telephones can be found at gas stations, restaurants, shopping centers, some street corners, and at airport, train and bus stations. Generally, each public telephone will have a set of instructions explaining how it can be used. Costs vary from 10 to 25 cents for local calls. Some telephones require money be deposited before dialing. Others require the money to be deposited after the call is answered. Long distance calls must be made through the operator, and usually require a lot of change. If the number that is called does not answer, any money that has been put into the telephone will be returned to the caller via the change box.

U.S. Postal Services

The United States Postal Service is primarily concerned with receiving, transporting and delivering letters and packages through the mail system. Most services are handled out of post offices which normally operate Monday through Friday, and in some areas, half a day on Saturday. In order to send items through the mail, a person must purchase stamps. Costs for buying stamps vary depending on what is to be sent, how far it is to be sent, and the manner in which it is sent.

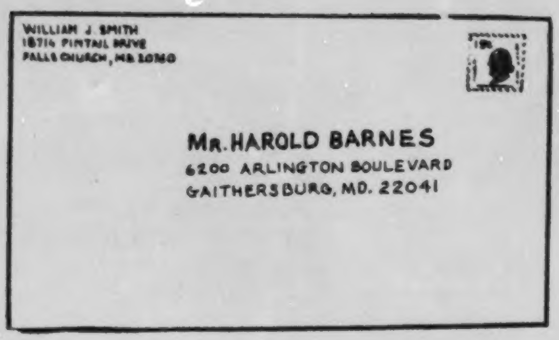
Addressing and Packaging Mail. The U.S. Postal Service has certain regulations concerning the ways mail items are packaged and addressed. For example, certain kinds of string such as yarn would not be acceptable for wrapping packages. The local postmaster can provide information on what sort of packaging materials are acceptable.

Addresses put on pieces of mail should include:

- name of the person to whom the mail is to be sent
- street or post office box address
- city, state (usually the two-letter state abbreviation) and zip code.

See Appendix 5, STATE ABBREVIATIONS, p. 303

A return address, that is, the name and address of the sender, should also be included on each piece of mail. It is commonly placed on the upper lefthand corner of an envelope, or on the back of an envelope. The return address assures the sender that in the event that the mailed item cannot be delivered, it will be automatically returned to the sender. A properly addressed letter would typically look like this:



Once a letter or package has been properly addressed and the correct amount of stamps affixed to it, the sender can leave it at the post office or drop it into a mailbox to be sent. U.S. mailboxes are usually painted red and blue and are located along streets and near post offices.

Sending Domestic Mail. Mail can be sent in different ways, that is, it is divided into various classes. The more commonly used classes of domestic mail include:

FIRST-CLASS MAIL	This is perhaps the most common form of mail. Letters, post cards as well as other matter closed against inspection can be sent as first-class mail. First-class mail which is sent long distances is almost always sent by air, so it is a quick way of sending items from one place to another.
SECOND-CLASS MAIL	Newspapers, magazines and other periodicals may be sent via second-class mail. It usually travels via surface transport so it is not as quick as first-class mail. It is, however, less expensive.
FOURTH-CLASS (PARCEL POST) MAIL	Most packages are usually sent via parcel post. This kind of mail includes merchandise, printed matter, mailable live animals, and most other matter not included in other classes of mail. There is a limit on both the weight and size of packages that can be sent by parcel post, and they are sent via surface transport.

Sending International Mail. For international mail, the sender usually has the choice of sending it by surface mail or by airmail. Perhaps the most economical and commonly used way of sending letters abroad is by aerogramme. An aerogramme is a printed, light-weight form that folds into a letter. A stamp is printed on it. As of April, 1982 the price of an aerogramme was US $0.30 (30 cents).

Special Services. There are a variety of special services offered by post offices to people who want their mail handled in a special way. The more commonly used services include: having the mailed item insured by payment of a fee against loss or damage; having mail certified so that its delivery is recorded by having the receiver sign for it; and special delivery, that is, paying an additional charge in order to have a piece of mail delivered immediately by a special messenger rather than by regularly scheduled delivery.

Money Orders. U.S. post offices also sell money orders. This is one safe way for sending money through the mail. A money order can be made for any amount up to US $500. The fee for the purchase of the money order varies, depending upon the amount of the money order itself. Upon receipt, postal money orders can be cashed at most U.S. post offices.

Receiving Mail. Mail is usually delivered daily except for Sundays and holidays. Most people living in apartment buildings are assigned a mailbox that is usually located near the main entrance. People living in the country usually have a mailbox outside the house and near a road. Some people receive their mail at the post office where they rent a box.

Mail which has been incorrectly delivered should be returned to the mailman or to a nearby post office.

Changing Addresses. When an individual or family moves from one address to another, there need not be an interruption in mail service if a simple procedure is followed. When the time to move arrives, the individual or family should request a change-of-address card from the mailman or a nearby post office. The new address to which all future mail should be delivered and the date on which delivery to the new address should begin is written on the card. It should then be returned to the mailman or post office who will continue deliver as requested.

See SAMPLE CHANGE OF ADDRESS ORDER, Appendix 12, p. 312

Telegrams

Telegrams are a fast, but relatively expensive way for sending messages. To send a telegram one must either go to the telegraph office directly or contact the office by telephone. Costs are figured on the number of words that make up the message. Telegrams are either delivered by telephone or, in some cases, an actual telegram form is delivered to the appropriate house or office address. It is also possible to send money by telegram--perhaps one of the fastest ways of doing so.

The address of a local telegraph office can be found in the Yellow Pages of the local telephone book.

PART TWO: TRANSPORTATION

Introduction

The U.S. is a large country with diverse climates and geographical features. These, along with many other factors, have created the need for the development of a variety of modes of transportation in the U.S. Many of these relate best to local travel, while others relate best to long distance travel.

Within a community or city, traveling can mean going "cross-town", or simply staying within the limited boundaries of a local neighborhood. Depending on the time of year, where they live and where they are going, individuals can walk, bicycle, drive their car, be driven by bus or taxi, or take a subway or elevated train.

Long distance travel in the U.S. may mean long distance. The continental U.S. stretches 2,575 kilometers from the northern border with Canada to the southern border with Mexico, and 4,500 kilometers from the Atlantic Ocean on the east to the Pacific Ocean on the west. In between these boundaries are many cities, towns and small communities connected by a comprehensive system of roadways, railways and air routes. Individuals in the U.S. who want to travel from one community to another, one city to another, or from one state to another can use either private (self-owned) or public (general use) transportation. They usually drive their own cars, or travel by bus, train, or airplane.

Many of the refugees from SE Asia will find these modes of travel far different from those to which they were accustomed in their home countries. Indeed, even the distances involved will often be misunderstood or not comprehended. Indochinese refugees come from countries more easily compared in size with states in the U.S., rather than with the country as a whole: Cambodia is slightly smaller than Oklahoma; Laos is smaller than Oregon; Vietnam is only about four-fifths the size of California. With these differences in size and the equally confusing differences in transportation in the U.S., the refugees will need to be better informed in order to "get around".

Population and area statistics on all U.S. states and some Southeast Asian countries can be found in Appendix 11, pgs. 310-311

Private vs. Public Transportation

In general, transportation in the U.S. can be separated into private transportation or public transportation. Private transportation can be defined as transport which is individually owned for personal use. Common modes of private transportation include walking, bicycles and privately owned motor vehicles (i.e. automobiles, motorcycles, trucks). Public transportation on the other hand are those modes of transport which are available for use by the public in general. They may be publicly owned and operated, or owned by private industry and run for profit. Common modes of public transporation are buses (local and long distance), taxicabs, subways, trains and airlines. Depending on where people live, where they are going and how quickly they must reach their destination, most people end up using a combination of these modes of transportation.

Walking

Walking is both a good way of becoming more familiar with the immediate neighborhood and, of course, the least expensive mode of transportation available in the U.S. Given the common time restrictions and schedules which normally have to be met in the U.S., walking is usually only convenient for very short distances. Larger cities of the U.S. are often composed of neighborhoods with food stores and other necessary services within walking distance of each other. In the areas surrounding many cities the communities are also designed to have self-sufficient neighborhood areas with stores and shops within walking distance of each other and nearby homes. In the rural areas of the U.S., like the rural areas of many countries in Southeast Asia, the distances between homes and shopping areas is often much greater, making walking time consuming and inconvenient.

In the U.S. there are laws and regulations which apply specifically to pedestrians (people traveling by foot):

- Obey traffic signals when crossing a street. This includes recognizing the difference between "WALK" and "DON'T WALK" signals; or crossing when the traffic signal is green, not red.

- Cross streets at intersections (where two streets cross) or where there are walkways marked. (Walkways or cross-walks--usually two paralled lines connected with diagonal lines, painted, white or yellow--join one side of a street with another). In some areas of the U.S., crossing an intersection diagonally or crossing in the middle of a street instead of at the crosswalk or intersection is called "jaywalking". Individuals caught jaywalking could be arrested and/or fined.

- Walk only along smaller public roads. In many places in the U.S. it is illegal to walk along the major highways or to solicit free rides (hitchhike). Persons caught could be arrested and/or fined.

Bicycles

Traveling by bicycle is again becoming a popular means of getting around in the U.S. For the past several decades the bicycle has been used primarily for recreation and exercise. However, in recent years more and more people, especially in warmer climates or during warm seasons, have begun to bicycle to work, school and shopping areas. Some communities have developed specially marked trails and traffic lanes for bicycles ONLY. Many businesses, schools and shopping areas now provide special places where individuals can safely and securely park their bicycles.

As with walking there are laws and regulations in the U.S. which apply to riding bicycles:

- Keep to the right on roads, trails and other traffic lanes at all times.
- Obey all traffic signs and signals. This includes such signs as "Stop" signs and "Yield" signs as well as traffic signals such as stoplights.
- Use proper hand signals when making a turn of stopping. Different areas of the U.S. often use different hand signals and bicycle riders should learn about the proper signals in their communities.
- Have the appropriate and required lights, reflectors and other safety equipment for each local area.

A list of common traffic signs that can be found on American roads is included in Appendix 6, p. 304

Automobiles and Motorcycles

Perhaps the most used form of transportation in the U.S. today is the automobile (car). In areas where little or no public transportation exists, the privately owned car is the most common and convenient means of travel. It is also one of the most expensive. Owning a car means being able to afford the purchase price (perhaps by making regular monthly payments), as well as affording the costs of gasoline, oil, maintenance and insurance. Initial purchase costs for a car can be lessened if the buyer purchases a used, rather than new car. When buying any kind of car, however, it is important to realize that payments must be made on time.

Motorcycles are usually cheaper than cars, both to purchase and maintain. They also provide the ability to travel greater distances than by walking or cycling. Motorcycles however, are not as convenient as a car because they can carry fewer people and less luggage or packages and are open to the weather. Also, in some areas of the U.S. motorcycles are prohibited from using certain major highways due to safety reasons.

There are many laws and regulations which apply to all motor vehicles in the U.S. Many of these laws and regulations vary from state to state and should be checked with a state's Department of Motor Vehicles. Basic laws and regulations generally require that:

See "Laws & Legal Services" chapter for additional information on laws and regulations pertaining to motor vehicles, p. 235

- all drivers of motor vehicles must obtain a driver's license before they can operate a vehicle on public roads. In many areas of the U.S. a specific license is required for a specific type of motor vehicle.
- all motor vehicles must be registered and have safety inspections before they are allowed to be operated on public roads.
- operators of motorcycles must wear safety helmets whenever riding their motorcycles.
- all traffic laws, including maximum speed limits, must be observed. Anyone caught violating these traffic laws could be arrested and/or fined.

NOTE: The national speed limit is 55 miles per hour

Taxicabs

The private taxicab (taxi) is usually used only for traveling within a city. Taxis are usually a very expensive means of public transportation, usually charging by fractions of a mile traveled. Almost all taxis in the U.S. are metered. Bargaining for the cost of a ride is often done only for very long trips, if at all.

Taxis in the U.S. are almost always either owned by an individual or by a private company. There are few, if any, publicly owned and operated taxicab companies.

Bus Systems

Of the mass transportation systems available in the U.S., probably the most commonly used are buses. Most bus systems, either local or long distance, are normally the most convenient and the least expensive means of transportation.

See Appendix 7, p. 305 for SAMPLE BUS SCHEDULE AND ROUTE MAP

Local Transit Bus Systems. Many communities in the U.S. have local transit bus systems. These bus systems are most often publicly, or semi-publicly owned. Local buses provide the public with an alternative to driving, or even owning, automobiles. Bus systems operate on definite time schedules and follow specific routes. In the U.S. most local transit buses require the passenger to pay with the exact fare for the trip. Drivers do not carry money for making change. The fare is usually deposited in a fare collection box located next to the driver of the bus. In order to prevent people from not paying the fare, passengers on almost all urban local transit buses can board only through the front doors of the buses. The rear doors of most local transit buses are used only for exiting passengers.

Passengers who want to travel to a place which lies on a different bus route from the one they start on, can often pay the full fare for the trip on the first bus and receive a "bus transfer" card or token to be used in place of additional fares when changing buses. Local transit bus systems usually operate 24 hours a day, though there are usually fewer buses operating on each route during the off-peak hours. For example, in San Francisco the buses which normally operate in 10 to 15 minute intervals from 6 a.m. to 9 p.m., only operate in 30 to 45 minute intervals after 9:00 p.m.

Local transit buses pick up and discharge passengers all along their routes at locations called "bus stops". These stops can be enclosed booths where passengers sit protected from the weather while waiting for a bus, or they might only be stops marked by a pole or sign where passengers are expected to stand while waiting for a bus.

Long Distance Bus Systems. For many towns and smaller cities, long distance (or intercity) buses provide the only means of public travel to and from other communities. For large cities, these buses can be an alternative to rail or air transportation. Over short distances, taking a bus may be just as fast as taking a train or plane, and service may be more frequent. Most long distance buses are privately owned and operated. The buses usually operate at all hours of the day, every day of the year. The departure times usually vary for each destination, and on some routes several different buses will depart each day. Long distance bus schedules also vary--sometimes the buses will stop at many places along the route to pick up or discharge passengers or freight. Other buses, often called "express buses," may only stop at major cities along the route.

Passengers using long distance buses usually have to go to a central location, a bus terminal, in order to board the bus. Most long distance buses start and stop at these terminals only and do not pick up or discharge passengers along the roadway. Passengers on these buses have to purchase tickets and "check" their luggage at ticket counters in the terminal before boarding their bus. They then wait until their bus is called to leave and give their ticket to the driver, or ticket collector.

Railway Systems

Another popular form of mass transportation in the U.S. is travel by rail. Railway systems exist for both local and long distance travel. Schedules for travel however, are usually less frequent than for buses, and the cost of rail travel is often slightly more.

Local Railway Systems. Railway systems used for local travel may be commonly referred to as "subways" or "elevated railways" depending on the part of the U.S. in which they are located. Subways derive their name from the fact that the trains run on tracks laid underground, below the city streets. Elevated railways, or "L", get their name from the fact that the tracks are either at ground level or on trestles raised above the city streets. In many cities where local railway systems exist, they are operated in conjunction with the local bus system allowing passengers to reach more destinations, more conveniently.

Passengers using local railway systems board the trains at specific stops. Tickets are usually purchased in advance of the trip either from a ticket counter or automatic ticket dispenser. The newer local rail transit systems are almost fully automated. Ticket dispensing machines provide farecards. When exiting, automated turnstiles allow passengers to leave the station only when a farecard with adequate fare registered is inserted.

The operating instructions on a farecard dispensing machine might look like this:

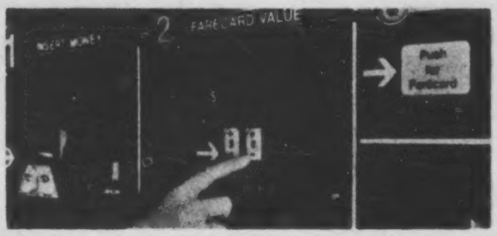
Buy Your Farecard

To use Metro, you have to use a farecard. A farecard is needed both to enter and exit the rail station. More than one person cannot use the same farecard. To buy your farecard, go to one of the yellow vending machines marked *Farecards* and follow these few easy steps.

1
FARECARD
5

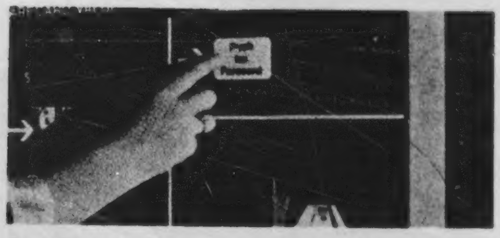
Step 1

Insert bills and/or coins. It takes nickels, dimes, quarters, half-dollars, one-dollar and five-dollar bills. The Farecard machine will not accept the new one-dollar coin.



Step 2

Select the farecard value you want. If you want a farecard for less than the amount shown, press the minus (−) button until the amount you want shows on the machine. (If you push too many times and the amount becomes smaller than you want, just push the plus (+) button until you get it back where you want it). Then go to Step 3.



Step 3

Push the white button marked PUSH FOR FARECARD and you'll get a farecard with the amount you selected, and change if you have it coming. You can buy a farecard worth 45¢ or up to $20. If you ride Metro often, buy a farecard with greater value and avoid going to the Farecard machines each time you ride.

Use your farecard to enter and exit the Metro system by inserting it into the gate with a green light and white arrow.

Unlike local bus systems, most subways and elevated railways operate on limited schedules. It is not unusual for a local transit system to close after midnight and not open until 5 or 6 a.m. the following day.

Long Distance Rail Systems. Travel between cities, or states, by rail (train) is not as common as it once was in the U.S. Many areas of the U.S. do, however, still have working railway systems connecting them. Travel between cities by train usually costs about the same as by bus. Train travel may be less convenient than other forms of long distance mass transportation because of the limited schedules currently in effect. Current federal aid cutbacks in the U.S. are causing the railroad companies to impose even more schedule limitations on passenger service trains.

See Appendix 8, p. 306 for NATIONAL RAILWAY ROUTE MAP

See Appendix 9, pgs. 307-308 for SAMPLE TRAIN SCHEDULE

Most railway systems in the U.S. have only two classes of service for their passengers, first class or coach (regular). First class passengers normally pay one and one-half to two times as much as coach passengers. Most long distance passenger carrying trains in the U.S. are quiet and comfortable. Train travel usually takes much longer than air travel even over relatively short distances. For longer distances travel by train costs no less, or only minimally less, than regular air fare.

Passengers traveling long distances by train depart from and arrive at specific locations, called railroad stations. One city usually has only one train station, and not all trains may stop at them. Tickets can be purchased either at travel agent offices, or at the station itself shortly before the train departs. Reservations are almost always needed for long trips. Shorter "day trips" usually do not require reservations.

Air Travel

Air travel in the U.S. is currently the most popular form of long distance mass transportation. Although expensive, the large number of air routes and schedules, and the relatively short travel times involved combine to make air travel the most efficient means of long distance traveling. There are many different airline companies providing passenger services in the U.S. Some are smaller "regional" airlines which fly between smaller airports within a state or a few states only. Other "major" airlines often provide passenger service nationwide to both the smaller, as well as the larger airports throughout the U.S. Some major airlines in the U.S. also provide international travel services.

Reservations and Tickets. In order to insure that a seat on a specific flight will be available when traveling by air it is necessary to make a reservation well in advance. The reservations can be made either by calling a travel agent or by calling a reservations clerk at the airline itself. Calling travel agents is often more convenient as they can usually help make reservations on any one of several different airlines, providing the best travel times for individual scheduling needs. Tickets for air travel are either paid for by cash or credit and always before the flight takes place. Airline tickets show the times of scheduled departures and airline flight numbers. Tickets should be carried by the passenger at all times during a trip.

See Appendix 10, SAMPLE AIRLINE TICKET, p. 309

Check-In and Baggage. When traveling by air, even if the passenger has already purchased and picked up a ticket, there is still a required pre-flight check-in process. This check-in is done at the airport at the counter of the airline which is being used. In most cases the check-in includes the time when the passenger is given (or selects) the seat number which will be used during the flight. All airlines in the U.S. are required by federal law to provide separate seating areas for smoking and non-smoking passengers. Passengers also "check" their luggage for storage on the flight at this time. All large pieces of luggage must be checked for shipping. Usually passengers are only allowed to carry smaller bags onto the plane with them. This "carry-on" luggage has to be small enough to fit either under a seat or in special overhead storage compartments. All checked luggage will be tagged with a "baggage ticket" and the passenger receives a matching claim check. The claim check must be retained until after the passenger picks up his luggage and exits from the arrival airport. Claim checks insure that passengers do not walk out of an airport with the wrong luggage.

Security Checks. After the pre-flight check-in, passengers for all flights are required to go through a security check before being allowed to proceed from the main terminal area to the departure area. These security checks usually include having any carry-on luggage examined, either by screening it with an X-ray machine or an actual physical search. In addition, passengers are required to pass through a metal detecting machine. If, when passing through the metal detector an alarm rings, the passenger may be required to submit to a physical search by a security guard. Federal law states that any passenger refusing to submit to these security checks can be denied access to the plane departure area. These checks are for the protection of all passengers. It should be noted that when passing through a metal detector there is no physical sensation and that it is considered physically harmless, though people who have implanted heart pacemakers are asked to avoid passing through these machines.

The Flight. After going through the security check passengers proceed to the departure area, or "gate", where they wait to board their flight. If they have already received a seat assignment they simply board the flight when it is announced. If not, they receive a seat assignment at this time. Almost all airlines now assign seats to their passengers before they board. Some of the small regional airlines still allow passengers to sit on any seat they choose on the plane.

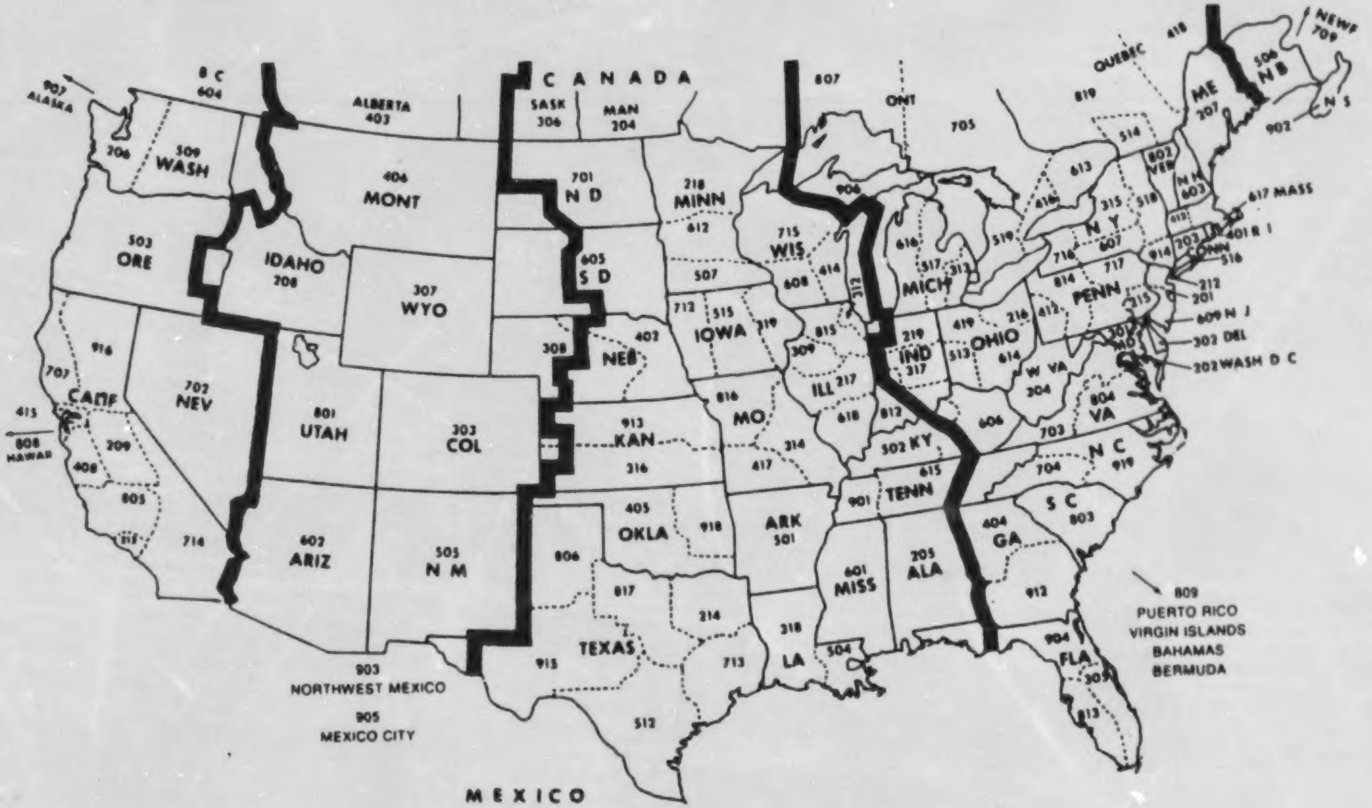
Once on board the flight, passengers are expected to store their carry-on luggage, take their seats, and fasten their seat belts. All airlines have crew members, stewardesses and/or stewards who are there to assist passengers. These crew members will demonstrate how to use seat belts and other safety devices, as well as point out emergency exits and explain emergency procedures. Most airlines prefer that passengers keep their seat belts fastened whenever they are in their seats or whenever the "Fasten Seat Belt" sign is lit.

Most airlines also offer food and beverage service on their flights. Depending on the length of the flight this could be a light snack or a full meal. Meals and non-alcoholic beverages are usually included in the purchase price of the ticket. Alcoholic beverages are often served, but passengers are charged extra for them.

All planes are equipped with toilet facilities which can be used during flight. These toilets are small and only one person at a time can use them.

Arrival at Destination. After the flight lands at the arrival airport and passengers deplane, they would then usually proceed to the "Baggage Claim Area" to collect their luggage. Often luggage is ready to be claimed very shortly after the flight. Usually a security officer will want to match the baggage ticket on the luggage with the passenger's claim check before they are allowed out of the airport.

AREA CODE MAP


907 ALASKA
B C 604
ALBERTA 403
C A N A D A
SASK 306
MAN 204
807
ONT
705
819
QUEBEC 418
NEWF 709
506 N B
N S
902
206
509 WASH
406 MONT
701 N D
218 MINN
612
503 ORE
IDAHO 208
307 WYO
605 S D
507
715 WIS
414
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312
906
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MICH
ME 207
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802 VER
N H 603
617 MASS
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416
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914
203
CONN
516
212
201
609 N J
302 DEL
202 WASH D C
814
717
PENN
412
215
301
MD
712
515
IOWA
319
402
NEB
308
815
309
ILL
217
618
219
IND
317
419
216
OHIO
513
614
W VA
304
804
VA
703
916
707
CALIF
415
808 HAWAII
209
408
805
213
714
702 NEV
801 UTAH
303 COL
913 KAN
316
816 MO
314
417
812
502 KY
606
615
TENN
901
N C
704
919
S C
803
602 ARIZ
505 N M
806
405 OKLA
918
ARK 501
601 MISS
205 ALA
404 GA
912
817
214
TEXAS
915
713
512
318
LA
504
904
FLA
305
813
809
PUERTO RICO
VIRGIN ISLANDS
BAHAMAS
BERMUDA
903
NORTHWEST MEXICO
905
MEXICO CITY
M E X I C O

Appendix 2

RATES WITHIN CALIFORNIA

DIRECT DIALED*

Lowest rates — dial-direct one-minute rates

Dial-direct calls are those completed from a residence or business phone without Operator assistance

Dial-direct rates also apply on calls placed with an Operator from a residence or business phone where dial-direct facilities are not available.

On dial-direct calls, **you pay only for the minutes you talk.** The initial rate period is **one minute** any time of day or night.

Rates and discount periods

Full weekday rates apply 8:00 A.M. to 5:00 P.M., Monday through Friday

Lower evening rates apply 5:00 P.M. to 11:00 P.M., Monday through Friday. The discount rate is 30% less than the full weekday rate.

Lowest night rates apply 11:00 P.M. to 8:00 A.M., Monday through Friday, all day Saturday and Sunday, and on the Holidays listed below. The discount is 60% less than the full weekday rate.

The discount rates shown on this page are approximate. When calculating charges for billing fractional cents are dropped.

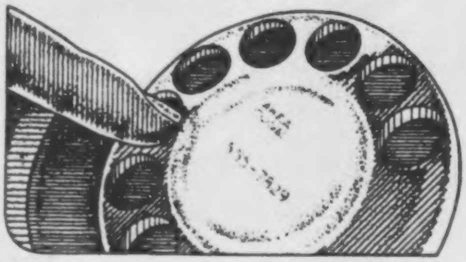
Charges are based upon rates in effect at the time of connection at the calling point including calls beginning in one period and ending in another.

The sample rates shown on these pages exclude all taxes.

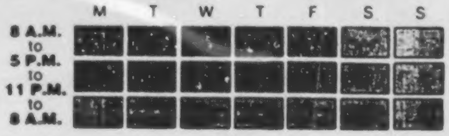
Night Rates Apply:

New Year's	January 1, 1981
Washington's Birthday	February 16, 1981
Independence Day	July 3, 1981
Labor Day	September 7, 1981
Thanksgiving	November 26, 1981
Christmas	December 25, 1981

Rates are those in effect on November 4, 1980. They may change if authorized by the California Public Utilities Commission.



Discounts of the full weekday rates apply evenings, nights and weekends.



Dial-direct Sample rates from San Diego to:	Full (weekday) rates First minute	Full (weekday) rates Each additional minute	Lower (evening) rates 30% discount First minute	Lower (evening) rates 30% discount Each additional minute	Lowest (night & weekend) rates 60% discount First minute	Lowest (night & weekend) rates 60% discount Each additional minute
Bakersfield	$ .50	$ .36	$ .35	$ .26	$ .20	$ .15
Berkeley	.54	.38	.37	.27	.21	.16
Blythe	.46	.34	.32	.24	.18	.14
Carmel	.54	.38	.37	.27	.21	.16
Crescent City	.54	.38	.37	.27	.21	.16
Culver City	.42	.31	.29	.22	.16	.13
El Centro	.39	.28	.27	.20	.15	.12
Eureka	.54	.38	.37	.27	.21	.16
Fresno	.54	.38	.37	.27	.21	.16
Los Angeles	.42	.31	.29	.22	.16	.13
Marysville	54	.38	.37	.27	.21	.16
Modesto	.54	.38	.37	.27	.21	.16
Napa	.54	.38	.37	.27	.21	.16
Needles	.50	.36	.35	.26	.20	.15
Ontario	.39	.28	.27	.20	.15	.12
Palm Springs	.36	.26	.25	.19	.14	.11
Palo Alto	.54	.38	.37	.27	.21	.16
Paso Robles	.54	.38	.37	.27	.21	.16
Pomona	.39	.28	.27	.20	.15	.12
Redding	.54	.38	.37	.27	.21	.16
Riverside	.36	.26	.25	.19	.14	.11
Sacramento	.54	.38	.37	.27	.21	.16
San Bernardino	.39	.28	.27	.20	.15	.12
San Francisco	.54	.38	.37	.27	.21	.16
San Luis Obispo	.54	.38	.37	.27	.21	.16
Santa Ana	.36	.26	.25	.19	.14	.11
Santa Barbara	.48	.35	.33	.25	.19	.14
Ukiah	.54	.38	.37	.27	.21	.16
Ventura	.46	.34	.32	.24	.18	.14
Yreka	.54	.38	.37	.27	.21	,16

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*January 1981 prices

Appendix 2.1

RATES WITHIN CALIFORNIA:

OPERATOR ASSISTED

Highest rates — Operator-assisted calls

Operator-assisted calls include person and station calls, for example; bill to a third number, collect, credit card, hotel guest and requests for time and charges. Also included are coin station and person calls paid for at a coin telephone.

A one minute initial period applies to Operator-assisted calls, excluding coin paid calls.

A three minute initial period applies to all coin paid calls.

Operator-assisted

8 A.M. to 5 P.M. ■

	Station rates initial period		Person rates initial period		Station and Person
Weekday full rate	All except coin paid	Coin paid	All except coin paid	Coin paid	All
Sample rates from San Diego to:	First minute	Three minutes	First minute	Three minutes	Each additional minute
Bakersfield	$1.05	$1.65	$2.05	$3.20	$ .36
Berkeley	1.09	1.95	2.09	3.50	.38
Blythe	1.01	1.45	2.01	3.00	.34
Carmel	1.09	1.95	2.09	3.50	.38
Crescent City	1.09	1.95	2.09	3.50	.38
Culver City	.97	1.25	1.97	2.80	.31
El Centro	.94	1.15	1.94	2.70	.28
Eureka	1.09	1.95	2.09	3.50	.38
Fresno	1.09	1.95	2.09	3.50	.38
Los Angeles	.97	1.25	1.97	2.80	.31
Marysville	1.09	1.95	2.09	3.50	.38
Modesto	1.09	1.95	2.09	3.50	.38
Napa	1.09	1.95	2.09	3.50	.38
Needles	1.05	1.65	2.05	3.20	.36
Ontario	.94	1.15	1.94	2.70	.28
Palm Springs	.91	1.05	1.91	2.60	.29
Palo Alto	1.09	1.95	2.09	3.50	.38
Paso Robles	1.09	1.95	2.09	3.50	.38
Pomona	.94	1.15	1.94	2.70	.28
Redding	1.09	1.95	2.09	3.50	.38
Riverside	.91	1.05	1.91	2.60	.29
Sacramento	1.09	1.95	2.09	3.50	.38
San Bernardino	.94	1.15	1.94	2.70	.29
San Francisco	1.09	1.95	2.09	3.50	.38
San Luis Obispo	1.09	1.95	2.09	3.50	.38
Santa Ana	.91	1.05	1.91	2.60	.29
Santa Barbara	1.03	1.55	2.03	3.10	.35
Ukiah	1.09	1.95	2.09	3.50	.38
Ventura	1.01	1.45	2.01	3.00	.34
Yreka	1.09	1.95	2.09	3.50	.38

Rates and discount periods

Operator-assisted rates shown on this page are the full weekday dial-direct rates shown on the opposite page plus the appropriate surcharge for all except coin paid calls. Discounts apply as described below except for initial period coin paid rates which are in effect all hours all days.

Surcharges, per call, which are never discounted, apply as follows:

$ .55 for station calls - except coin paid calls.
$1.55 for all person to person calls.

Discounts for Operator-assisted calls reduce the full weekday dial-direct charge, (except for coin paid calls where discounts reduce only the additional minute charge.)

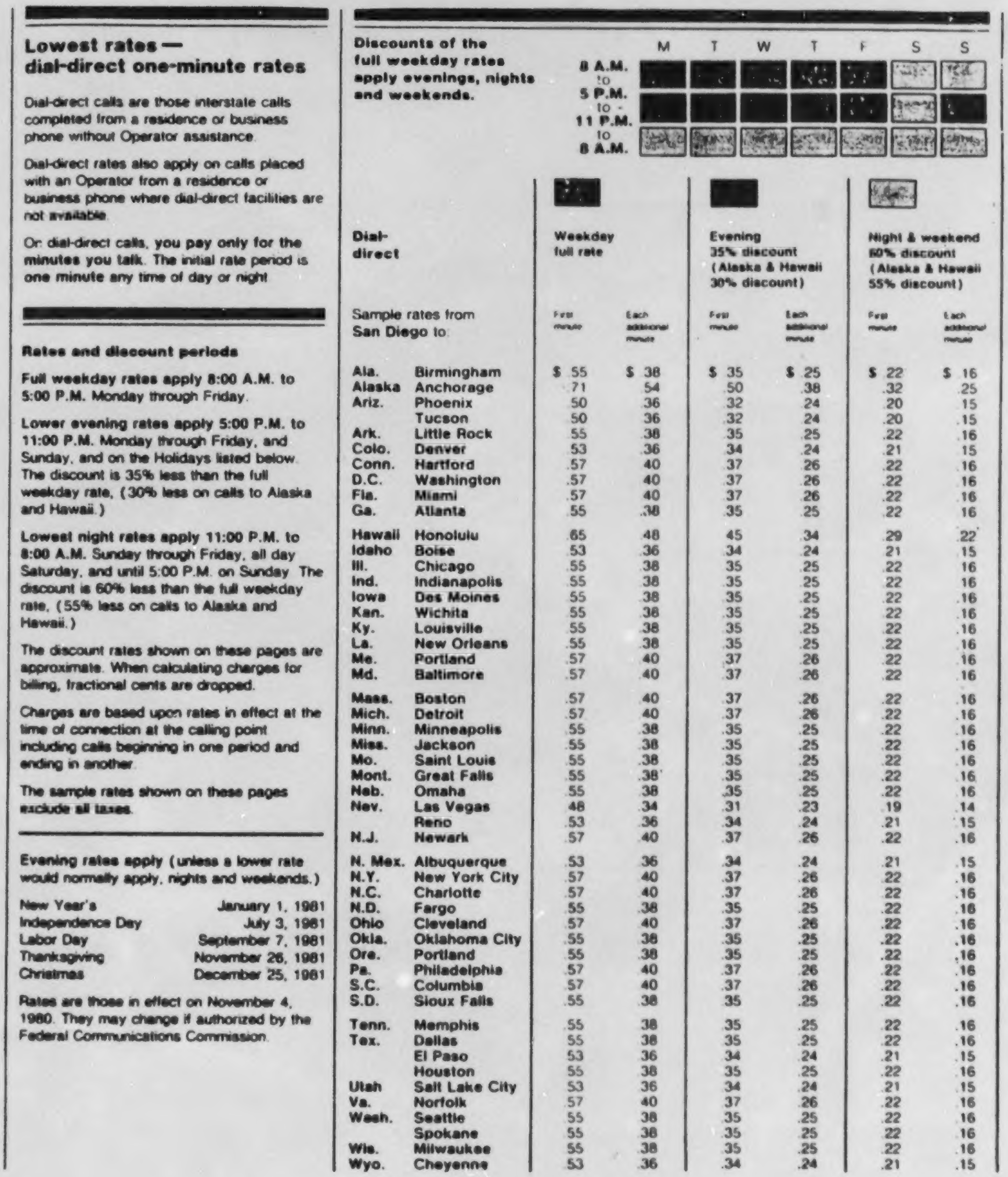
Discounts do not apply to the surcharges.

See opposite page for the definition of discount periods and list of recognized Holidays.

The charge for calls paid for by coin deposits is rounded to the nearest multiple of .05 cents.

Rates are those in effect on November 4, 1980. They may change if authorized by the California Public Utilities Commission.

RATES TO OTHER STATES (FROM SAN DIEGO, CALIFORNIA): DIRECT DIALED



Lowest rates — dial-direct one-minute rates

Dial-direct calls are those interstate calls completed from a residence or business phone without Operator assistance.

Dial-direct rates also apply on calls placed with an Operator from a residence or business phone where dial-direct facilities are not available.

On dial-direct calls, you pay only for the minutes you talk. The initial rate period is one minute any time of day or night.

Rates and discount periods

Full weekday rates apply 8:00 A.M. to 5:00 P.M. Monday through Friday.

Lower evening rates apply 5:00 P.M. to 11:00 P.M. Monday through Friday, and Sunday, and on the Holidays listed below. The discount is 35% less than the full weekday rate, (30% less on calls to Alaska and Hawaii.)

Lowest night rates apply 11:00 P.M. to 8:00 A.M. Sunday through Friday, all day Saturday, and until 5:00 P.M. on Sunday. The discount is 60% less than the full weekday rate, (55% less on calls to Alaska and Hawaii.)

The discount rates shown on these pages are approximate. When calculating charges for billing, fractional cents are dropped.

Charges are based upon rates in effect at the time of connection at the calling point including calls beginning in one period and ending in another.

The sample rates shown on these pages exclude all taxes.

Evening rates apply (unless a lower rate would normally apply, nights and weekends.)

New Year's	January 1, 1981
Independence Day	July 3, 1981
Labor Day	September 7, 1981
Thanksgiving	November 26, 1981
Christmas	December 25, 1981

Rates are those in effect on November 4, 1980. They may change if authorized by the Federal Communications Commission.

Discounts of the full weekday rates apply evenings, nights and weekends.

	M	T	W	T	F	S	S
8 A.M. to 5 P.M.	■	■	■	■	■	▨	▨
5 P.M. to 11 P.M.	■	■	■	■	■	▨	■
11 P.M. to 8 A.M.	▨	▨	▨	▨	▨	▨	▨

Dial-direct		■ Weekday full rate		■ Evening 35% discount (Alaska & Hawaii 30% discount)		▨ Night & weekend 60% discount (Alaska & Hawaii 55% discount)	
Sample rates from San Diego to:		First minute	Each additional minute	First minute	Each additional minute	First minute	Each additional minute
Ala.	Birmingham	$ .55	$ .38	$ .35	$ .25	$ .22	$ .16
Alaska	Anchorage	.71	.54	.50	.38	.32	.25
Ariz.	Phoenix	.50	.36	.32	.24	.20	.15
	Tucson	.50	.36	.32	.24	.20	.15
Ark.	Little Rock	.55	.38	.35	.25	.22	.16
Colo.	Denver	.53	.36	.34	.24	.21	.15
Conn.	Hartford	.57	.40	.37	.26	.22	.16
D.C.	Washington	.57	.40	.37	.26	.22	.16
Fla.	Miami	.57	.40	.37	.26	.22	.16
Ga.	Atlanta	.55	.38	.35	.25	.22	.16
Hawaii	Honolulu	.65	.48	.45	.34	.29	.22
Idaho	Boise	.53	.36	.34	.24	.21	.15
Ill.	Chicago	.55	.38	.35	.25	.22	.16
Ind.	Indianapolis	.55	.38	.35	.25	.22	.16
Iowa	Des Moines	.55	.38	.35	.25	.22	.16
Kan.	Wichita	.55	.38	.35	.25	.22	.16
Ky.	Louisville	.55	.38	.35	.25	.22	.16
La.	New Orleans	.55	.38	.35	.25	.22	.16
Me.	Portland	.57	.40	.37	.26	.22	.16
Md.	Baltimore	.57	.40	.37	.26	.22	.16
Mass.	Boston	.57	.40	.37	.26	.22	.16
Mich.	Detroit	.57	.40	.37	.26	.22	.16
Minn.	Minneapolis	.55	.38	.35	.25	.22	.16
Miss.	Jackson	.55	.38	.35	.25	.22	.16
Mo.	Saint Louis	.55	.38	.35	.25	.22	.16
Mont.	Great Falls	.55	.38	.35	.25	.22	.16
Neb.	Omaha	.55	.38	.35	.25	.22	.16
Nev.	Las Vegas	.48	.34	.31	.23	.19	.14
	Reno	.53	.36	.34	.24	.21	.15
N.J.	Newark	.57	.40	.37	.26	.22	.16
N. Mex.	Albuquerque	.53	.36	.34	.24	.21	.15
N.Y.	New York City	.57	.40	.37	.26	.22	.16
N.C.	Charlotte	.57	.40	.37	.26	.22	.16
N.D.	Fargo	.55	.38	.35	.25	.22	.16
Ohio	Cleveland	.57	.40	.37	.26	.22	.16
Okla.	Oklahoma City	.55	.38	.35	.25	.22	.16
Ore.	Portland	.55	.38	.35	.25	.22	.16
Pa.	Philadelphia	.57	.40	.37	.26	.22	.16
S.C.	Columbia	.57	.40	.37	.26	.22	.16
S.D.	Sioux Falls	.55	.38	.35	.25	.22	.16
Tenn.	Memphis	.55	.38	.35	.25	.22	.16
Tex.	Dallas	.55	.38	.35	.25	.22	.16
	El Paso	.53	.36	.34	.24	.21	.15
	Houston	.55	.38	.35	.25	.22	.16
Utah	Salt Lake City	.53	.36	.34	.24	.21	.15
Va.	Norfolk	.57	.40	.37	.26	.22	.16
Wash.	Seattle	.55	.38	.35	.25	.22	.16
	Spokane	.55	.38	.35	.25	.22	.16
Wis.	Milwaukee	.55	.38	.35	.25	.22	.16
Wyo.	Cheyenne	.53	.36	.34	.24	.21	.15

Appendix 2.3

RATES TO OTHER STATES (FROM SAN DIEGO, CALIFORNIA): OPERATOR ASSISTED

Highest rates — Operator-assisted three-minute rates

Operator-assisted calls include person and station calls, for example; bill to third number, collect, credit card, hotel guest, and requests for time and charges. Also included are coin station and person calls paid for at a coin telephone.

A three minute initial period applies to all interstate Operator-assisted calls.

Operator-assisted Sample rates from San Diego to:		Station-to-station First three minutes	Person-to-person First three minutes	each additional minute		
				■ Weekday	■ Evening	▨ Night
Ala.	Birmingham	$2.25	$3.45	$ .38	$ .25	$ .16
Alaska	Anchorage	2.65	4.35	.57	.40	.26
Ariz.	Phoenix	2.10	3.20	.38	.24	.15
	Tucson	2.10	3.20	.36	.24	.15
Ark.	Little Rock	2.25	3.45	.38	.25	.16
Colo.	Denver	2.15	3.30	.38	.24	.15
Conn.	Hartford	2.35	3.75	.40	.26	.16
D.C.	Washington	2.35	3.75	.40	.26	.16
Fla.	Miami	2.35	3.75	.40	.26	.16
Ga.	Atlanta	2.25	3.45	.38	.25	.16
Hawaii	Honolulu	2.55	4.45	.52	.37	.24
Idaho	Boise	2.15	3.30	.36	.24	.15
Ill.	Chicago	2.25	3.45	.38	.25	.16
Ind.	Indianapolis	2.25	3.45	.38	.25	.16
Iowa	Des Moines	2.25	3.45	.38	.25	.16
Kan.	Wichita	2.25	3.45	.38	.25	.16
Ky.	Louisville	2.25	3.45	.38	.25	.16
La.	New Orleans	2.25	3.45	.38	.25	.16
Me.	Portland	2.35	3.75	.40	.26	.16
Md.	Baltimore	2.35	3.75	.40	.26	.16
Mass.	Boston	2.35	3.75	.40	.26	.16
Mich.	Detroit	2.35	3.75	.40	.26	.16
Minn.	Minneapolis	2.25	3.45	.38	.25	.16
Miss.	Jackson	2.25	3.45	.38	.25	.16
Mo.	Saint Louis	2.25	3.45	.38	.25	.16
Mont.	Great Falls	2.25	3.45	.38	.25	.16
Neb.	Omaha	2.25	3.45	.38	.25	.16
Nev.	Las Vegas	2.05	3.10	.34	.23	.14
	Reno	2.15	3.30	.36	.24	.15
N.J.	Newark	2.35	3.75	.40	.26	.16
N. Mex.	Albuquerque	2.15	3.30	.36	.24	.15
N.Y.	New York City	2.35	3.75	.40	.26	.16
N.C.	Charlotte	2.35	3.75	.40	.26	.16
N.D.	Fargo	2.25	3.45	.38	.25	.16
Ohio	Cleveland	2.35	3.75	.40	.26	.16
Okla.	Oklahoma City	2.25	3.45	.38	.25	.16
Ore.	Portland	2.25	3.45	.38	.25	.16
Pa.	Philadelphia	2.35	3.75	.40	.26	.16
S.C.	Columbia	2.35	3.75	.40	.26	.16
S.D.	Sioux Falls	2.25	3.45	.38	.25	.16
Tenn.	Memphis	2.25	3.45	.38	.25	.16
Tex.	Dallas	2.25	3.45	.38	.25	.16
	El Paso	2.15	3.30	.36	.24	.15
	Houston	2.25	3.45	.38	.25	.16
Utah	Salt Lake City	2.15	3.30	.36	.24	.15
Va.	Norfolk	2.35	3.75	.40	.26	.16
Wash.	Seattle	2.25	3.45	.38	.25	.16
	Spokane	2.25	3.45	.38	.25	.16
Wis.	Milwaukee	2.25	3.45	.38	.25	.16
Wyo.	Cheyenne	2.15	3.30	.36	.24	.15

Rates and discount periods

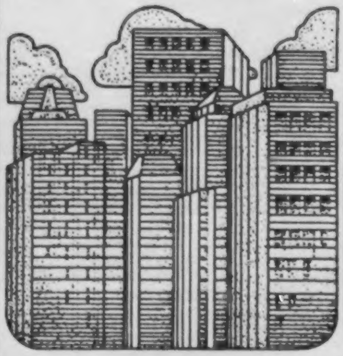
Full initial period rates apply all days and all hours.

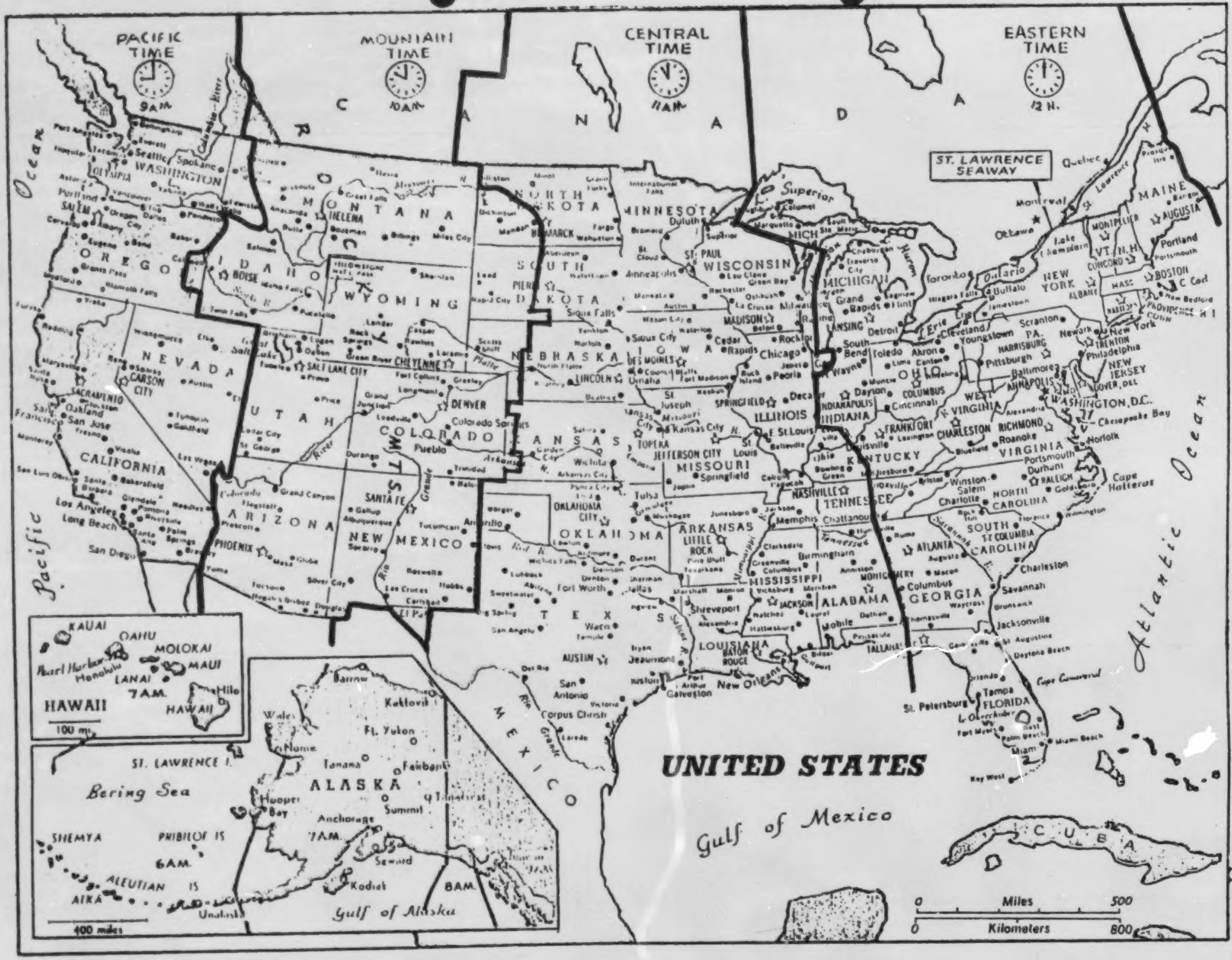
Additional minutes are charged at the dial-direct full or discount rates shown on the opposite page, except on calls to Alaska and Hawaii.

See opposite page for the definition of discount periods and list of recognized Holidays.

The charge for calls paid for by coin deposit is rounded to the nearest multiple of .05 cents.

Rates are those in effect on November 4, 1980. They may change if authorized by the Federal Communications Commission.




PACIFIC TIME
9AM
MOUNTAIN TIME
10AM
CENTRAL TIME
11AM
EASTERN TIME
12 N.
C A N A D A
ST. LAWRENCE SEAWAY
Quebec
Montreal
Ottawa
Toronto
Superior
Huron
Ontario
Erie
Pacific Ocean
Atlantic Ocean
WASHINGTON
Seattle
Spokane
OLYMPIA
OREGON
Portland
SALEM
CALIFORNIA
SACRAMENTO
San Francisco
Oakland
San Jose
Los Angeles
Long Beach
San Diego
NEVADA
CARSON CITY
Las Vegas
IDAHO
BOISE
MONTANA
HELENA
WYOMING
CHEYENNE
UTAH
SALT LAKE CITY
COLORADO
DENVER
Pueblo
Colorado Springs
ARIZONA
PHOENIX
NEW MEXICO
SANTA FE
NORTH DAKOTA
BISMARCK
SOUTH DAKOTA
PIERRE
Sioux Falls
NEBRASKA
LINCOLN
Omaha
KANSAS
TOPEKA
Wichita
OKLAHOMA
OKLAHOMA CITY
Tulsa
TEXAS
AUSTIN
Fort Worth
Dallas
San Antonio
Corpus Christi
El Paso
Houston
Galveston
MINNESOTA
Duluth
ST. PAUL
Minneapolis
IOWA
DES MOINES
MISSOURI
JEFFERSON CITY
Kansas City
St. Louis
ARKANSAS
LITTLE ROCK
LOUISIANA
BATON ROUGE
New Orleans
Shreveport
WISCONSIN
MADISON
Milwaukee
ILLINOIS
SPRINGFIELD
Chicago
Peoria
MICHIGAN
LANSING
Detroit
INDIANA
INDIANAPOLIS
OHIO
COLUMBUS
Cleveland
Cincinnati
Toledo
KENTUCKY
FRANKFORT
Louisville
TENNESSEE
NASHVILLE
Memphis
Chattanooga
MISSISSIPPI
JACKSON
ALABAMA
MONTGOMERY
Birmingham
Mobile
GEORGIA
ATLANTA
Savannah
FLORIDA
TALLAHASSEE
Jacksonville
Tampa
St. Petersburg
Miami
Key West
SOUTH CAROLINA
COLUMBIA
Charleston
NORTH CAROLINA
RALEIGH
VIRGINIA
RICHMOND
Norfolk
WEST VIRGINIA
CHARLESTON
PA.
HARRISBURG
Pittsburgh
Philadelphia
NEW YORK
ALBANY
Buffalo
New York
NEW JERSEY
TRENTON
Baltimore
ANNAPOLIS
WASHINGTON, D.C.
DOVER, DEL.
Chesapeake Bay
Cape Hatteras
MAINE
AUGUSTA
Portland
VT.
MONTPELIER
N.H.
CONCORD
MASS.
BOSTON
C. Cod
CONN.
PROVIDENCE
R.I.
MEXICO
Rio Grande
Gulf of Mexico
CUBA
UNITED STATES
Miles
0
500
Kilometers
0
800
HAWAII
KAUAI
OAHU
MOLOKAI
LANAI
MAUI
HAWAII
Honolulu
Pearl Harbor
Hilo
7AM.
100 mi.
ALASKA
Bering Sea
ST. LAWRENCE I.
Nome
Barrow
Ft. Yukon
Fairbanks
Anchorage
Seward
Kodiak
Juneau
Tanana
Hooper Bay
SHEMYA
PRIBILOF IS
ALEUTIAN IS
ATKA
Unalaska
Gulf of Alaska
6AM.
7AM.
8AM.
400 miles

TIME ZONE MAP

Appendix 3

Appendix 4

WHITE PAGES EXCERPT

Newton Bruce W 4976 Paguera Ct	277 6528
Newton Bruce W 11255 Tierrasanta Bl	292 5522
Newton Bryan & Sheryl 6924 Hyde Park Dr	698 1960
Newton C 3370 Collier Av	284 3973
Newton C K 4445 Narragansett Av	224 1575
Newton Carlos F Ram	789 1937
Newton Chas C 413 San Lucas Dr Sol B	481 1577
Newton Chas T 1622 Forest Wy Dl Mr	755 8901
Newton Charles Thomas & Associates 303 A	234 7239
Newton Clarence S 1440 S Orange Av El Caj	447 0737
Newton Clarke P 6699 Beadnell Wy	278 3472
Newton Coco & Roger 2221-29th	234 9901
Newton Craig E 2026 Skyline Dr Lemn Grv	698 3534
Newton Craig L 1579 Morena Bl	276 0304
Newton D B 10060 Norte Mesa Dr Sp Vly	465 3638
Newton Dale & Beth A 1249 E Madison Av ElCaj	444 3010
Newton Dale E 3825 Centre	296 2627
Newton Dana R 171-4th Av Chla Vsta	420 5794
Newton David A 2363 Highview Ln Sp Vly	697 6692
Newton David J 4222½ Jewell St Pac Bch	272 5890
Newton David R 2128 Boundary	282 6596
Newton Dean W 235 Hillcrest Ln Ram	789 2502
Newton Dennis L 4814 Benton Wy La Mesa	461 5436
Newton Donald 1004 W Palm	296 4917
Newton Donald E Col 1830AvenidaDelMundo Cor	435 1047
Newton E B 123-8th Dl Mr	755 1289
Newton E C 12333 Rios Rd	487 5372
Newton E H 3742 Ticonderoga	274 9336
Newton Earl A 7467 Mission Gorge Rd Santee	449 6302
Newton Edw J 2416 Meade Av	295 2371
Newton Edw M & Evelyn	463 7424
Newton Edw T 17464 Plaza Animado R Bern	487 4186
Newton Ellen Myrtle 3117 Claremont Dr	276 4368
Newton Ernest M	469 8220
Newton Errol M 2727 De Anza Rd Pac Bch	272 9731
Newton G E 815 Margarita Av Cor	437 8004
Newton Gail 13624 Silver Lake Dr Pwy	486 1294
Newton Gary 1032 Barcelona Dr	225 0776
Newton Gaylord W 17252 Prado Rd R Bern	487 5103
Newton Geo 3882 Jewell St Pac Bch	270 4273
Newton Geo Frank 3176 Palm	281 1077
Newton Geo W 6504 Kelly	279 4561
Newton Gilbert E atty 133 W Lexington Av ElCaj	444 1121
Res	444 4039
Newton Gilbert Q & Regena 7502 Pepita Wy La Jolla	454 4973
Newton Gloria 8515B Villa La Jolla Dr La Jolla	455 6137
Newton Gordon B 9326 Carmichael Dr La Mesa	460 0065
Newton Gordon F & Karen M 9430 Fortune Ln La Mesa	462 2054
Newton Gordon & Marguerite 4353 Illinois	280 3453
Newton H A	296 3052
Newton Harold T 5544CaminitoConsuelo LaJolla	273 0239
Newton Helen M 2316 Lincoln Av	295 2337
Newton Herbert E 4120-39th	280 8256
Newton Herbert Edwin 4807 Wightman	284 7692
Newton Herbert L 350 Broadway Chla Vsta	426 7895
Newton J 5221 Lewison Ct	582 3450
Newton J 5505 Montezuma Rd	265 8729
Newton J P 1810 Polk Av	298 7958
Newton Jas 4919 Hilltop Dr	264 0902
Newton Jas L 1102 San Ricardo Ct Sol B	481 8712
Newton Jas T 7870 Caminito Jonata	453 0988
Newton John L & M K 10211 Rookwood Dr	566 3735
Newton John P Highway 78 Ram	789 3023
Newton Jos B 14629 Bally Ln Pwy	748 5025
Newton K A 2875 Upas	295 1448
Newton K C 5551 Waring Rd	583 3501
Newton K C 3535-1st Av	295 2673
Newton K E 6404 Avenida Wilfredo La Jolla	456 0842
Newton L 299 Seaforest Ct Dl Mr	481 6535
Newton La Vada A 3543 Myrtle Av	280 4480
Newton Lawrence A 4222½ Jewell St Pac Bch	272 5890
Newton Leo 907 Johnson Av	295 3159
Newton Leslee A & Steven 4060 Huerfano Av	274 9288
Newton Leslie J	578 1779
Newton Linwood 622 Carla Av Chla Vsta	420 6355
Newton M A	483 2878
Newton M B 8253 Golden Av Lemn Grv	466 1123
Newton M L	429 0615
Newton M T 4860 Claremont Mesa Bl	277 5650
Newton Margaret 4004 Manzanita Dr	281 9816
Newton Marinette	697 2203
Newton Mark 4178 Decoro	453 5316
Newton Michael K 4970 Chateau Dr	278 7833
Newton Michael W 10220 Matojo Ln	292 1257
Newton Mike 19509 Japatul Rd Alpine	445 4147
Newton Noel G 4013 Aragon Dr	287 7315
Newton Noel G Dental Lab 6244 El Cajon Bl	582 5711
Newton Norris M 4432 Winona Av	286 2403
Newton Opal L 907 Highland Av Natl Cty	474 6895
Newton Orville Tex 789 Coldstream Dr El Caj	440 7796
Newton P K	466 9064
Newton P L 1717 Woodburn El Caj	449 8436
Newton Paula Jane 10771 Via Alberto	578 7538
Newton Peter 10007 N Torrey Pines Rd La Jolla	452 1845
Newton R G 151 East Prospect Chla Vsta	420 9026
Newton Ralph W 2412-30th	284 2755
Newton Raymond A 340 Hercules Rd Miramr	566 8688
Newton Raymond A 1110 Petree El Caj	579 2775
Newton Raymond C 5221 Lewison Ct	582 8932
Newton Richard 10800 Woodside Av Santee	448 5066
Newton Richard L 7230 Enders Av	453 6941
Newton Robt C 112 Redwood	298 1924
Newton Robt J 1905 Tavern Rd Alpine	445 3845
Newton Robt L 510 Davidson Chla Vsta	425 3505
Newton Robt & Leila 4400-70th La Mesa	697 8252
Newton Robt M 2329 Willow	222 4951
Newton Rollin F Japatul Rd Alpine	445 5497
Newton Roy 799 Palomar Av El Caj	440 8287
Newton Roy A Capt USN Ret 5491 Genoa Dr	583 3664
Newton Ruth H 3820 Georgia	295 3736
Newton S J 1121 E Washington Av El Caj	579 1905
Newton S K	440 5429
Newton S & K 4465 Rosebud Ln La Mesa	461 3402
Newton Scott P 3996 Bancroft	282 2222
Newton Stan 1304 Via Alicante La Jolla	452 8180
Newton Stephen 4445 College Av	286 4251
Newton Steven G 1047-1st Imp Bch	429 4700
Newton Tammy 2703 Evergreen	226 6438
Newton Thos Ellsworth 255 Avocado Av El Caj	442 9073
Newton Walter A 12248WinterGardensDr Lksde	443 0405
NEWTON WAYNE I MD INC 4282 Genesee Av	**292 4884**
Newton Wm 4635 Bayard Pac Bch	483 3325
Newton Wm H 871 San Antonio Pl	224 5820
Newton Wm S 7650 Othello	278 7650
Newton Wilson E 1623 Marl Av Chla Vsta	427 5894
Newt's Wings & Things Inc 850 West Mission Bay Dr Msn Bch	488 2445
Newville Kenneth L 4168-32d	280 7421
Newville Rhonda 8707 Troy Sp Vly	462 0769
Nexus 710 Encinitas Bl Encnts	453 8850
From San Diego Telephones Call	297 9639
Nexus Of San Diego County	281 7781
Ney Alfred M Montgomery Field	279 4384
Ney D 809 S Lincoln Av El Caj	440 8593
Ney Donald 4551-39th	283 1363
Ney Jas R	464 4074
Ney K L LCDR 125 W Whitney Chla Vsta	426 6025
Ney P K 1509 Granite Hills Dr El Caj	447 4582
Ney Reynette K	469 8406
Ney Robt F 6321 Estelle	286 7262
Neyenesch Bill	299 2818
Neyenesch Clifford 3541 Curlew	295 3409
Neyenesch Fred F 404 San Antonio Av	225 8772
Neyenesch Jas M 2605 Teresita	282 0963
Neyenesch L 3266-1st Av	295 9767
Neyenesch Linda R 1200-3d Av	236 9500
NEYENESCH PRINTERS INC 2750 Kettner Bl	**297 2281**
Neyenesch Printers Inc 311 E Main El Caj	440 7272
Neyenesch Printers Inc 4905 Pacific Hwy	743 0883
Neyenesch Robt H 3111 Elliott	223 1581
Neyenesch Thelma 3907 Georgia	298 9586
Neyer Arthur E 3430 Utah	296 2816
Neyer Ronald C 3813 Marzo	690 0135
Neyhard Richard E 3496 Edwthar Av	277 0237
Neyhard Richard E Jr 1621 Hotel Circle South	295 3992
Neyhard Richard E Jr 4858 Tinasa Wy	278 4433
Neyman J C 3446 Nile	281 5107
Neyman Roy A 4758 Niagara Av	226 6739
Neyman Scott & Gloria 10163 Hooper Ct	279 8754
Neymark Richard S 17641 Marymont Pl	485 8587
Neynaber Roy H 4471 Braeburn Rd	281 9715
Neyndorff C R 1258 Pacific Beach Dr Pac Bch	274 4200
Neyndorff Hans 7900 Normal Av La Mesa	463 3588
Neyndorff Luke A 7900 Normal Av La Mesa	463 3588
Neypes Vicente 628 Raven	264 7242
Neyra Andy 466 Broadway Chla Vsta	425 8581
Neyra M L 184 Broadway Chla Vsta	420 7782
Neyra Roland 6945 Alcona	267 1635
Ney's Inc 12467 Rancho Bernardo Rd	485 0773
Nezami Asaad 9505 Gold Coast Dr	578 4694
Ng Ah-Kau 3051 Briand Av	452 9915
Ng Check M 5021 Artesian	560 7398
Ng Check Y 10745 Gabacho Dr	278 5105
Ng Eddie	477 3949
Ng Eva 4885 Cole	272 8716
Ng Gary 5560 Shasta Ln La Mesa	469 4552
Ng Geo 7506 Andasol	271 6725
Ng Hay Pak 4851 Sagasti Av	278 4166
Ng Hung-Lueng 1541 Larwood Rd Lemn Grv	462 3293
Ng Hung Mon 4575 Hamilton	298 2891
Ng John 10948 Siglo Ct	278 5976
Ng Kheng Bin 9650 John Jay Hopkins Dr La Jolla	453 6872
Ng Kin 3116 Easy	582 3216
Ng Man Nang 932 Parkbrook Sp Vly	463 8442
Ng P F	440 4407
Ng R 2816 Havasupai Av	270 3789
Ng Sau Kuen 546-3d Av	233 3509
Ng Shuet Ying 4577 Hamilton	296 4193
Ngai Curtis B 5475-55th	287 1722
Ngalongalay Agustin A & Teresita 3714Marzo	690 6466
Ngan Do 7723 Linda Vista Rd	277 7827
Ngan Peter 8217 Cacus Sp Vly	475 6198
Nghiem D T P 656 Minot Av Chla Vsta	420 0980
Nghiem Phu Xuan 2168 Garston	277 8823
Ngo Chanh 9087 Penticton Wy	566 4278
Ngo Chuong Hoan 4657-32d	563 0167
Ngo Dinh 4485½-48th	287 3071
Ngo Duyen 7979 Jade Coast Rd	578 6863
Ngo Hai Van 172 Carver Chla Vsta	422 6709
Ngo Ho Son 1608 Oro Vista Rd	429 8422
Ngo Hoa 3485 Ruffin Rd	565 6543
Ngo Huy Quang 682 E 30th Natl Cty	474 3906
Ngo Mo Qui 8916 Hillery Dr	271 6208
Ngo Muoi 4123-41st	280 8227
Ngo Ngoc-Bau T 850 Felspar Pac Bch	272 0273
Ngo Nho 7322 Mesa College Dr	278 2355
Ngo Nho Van 4218-49th	563 0232
Ngo Phoung 2203 Comstock	278 1623
Ngo Phu 3334 Copley Av	280 3001
Ngo Sang 3778 Georgia	291 2468
Ngo Son Viet 3902 Mount Abraham Av	292 4803
Ngo Tao 11636 Andanza Wy	485 8657
Ngo Thien 10769 Via Alberto	487 7151
Ngo Thien Van 4326 Poplar	284 7308
Ngo Tin Thiet 7019 Eastman	277 7375
Ngo Tin Thiet 7016 Eastman	292 7490
Ngo Trang Van 4422 Pocahontas Av	270 4207
Ngo Tuong Dinh 4513-33d	563 0998
Ngo Ut 4165 Altadena Av	563 8785
Ngo Vang V 4305 Olive	280 8440
Ngo Xuyen 4218-49th	284 8438
Ngoc Nguyen Thai 3632-42d	281 0395
Ngow He Lim 656 W Washington Av El Caj	442 3231
Ngoy Try 4274 N Euclid Av	282 4527
Ngu Ky 2024 Westinghouse	277 2395
Ngubo Anthony 13666 Caleis Dr Dl Mr	755 7207
Ngubo Thabo & Meliss 13666 Caleis Dr Dl Mr	481 2485
Nguon Dinh 8687 Covina Cr	271 1549
Ngutran Linh T	279 5710
Nguy Son 4035 Menlo Av	283 0068
Nguy Tinh Hoa 3565-42d	284 8781
Nguyei Minh 4657-32d	281 6392
Nguyen An Van 2251 Ralene	264 5332
Nguyen Anh 5460-55th	583 7582
Nguyen Anh Sy 5202 Waring Rd	287 5006
Nguyen B D	578 4824
Nguyen Ban Duc 2124 Crandall Dr	277 4905
Nguyen Bang D 4849-54th	287 5092
Nguyen Be Sao Thi 3862½-47th	280 5260
Nguyen Be Van 3933 Arizona	299 2295
Nguyen Binh 2170 Garston	560 1045
Nguyen Bieu 6578 Tait	292 4967
Nguyen Bong 3959 Falcon	291 2391
Nguyen Can Xuan 430 University Av	574 1733
Nguyen Chanh Thi 9154 Olive Dr Sp Vly	469 3517
Nguyen Chat Van 3376 Idlewild Wy	270 3089
Nguyen Chau	466 2022
Nguyen Chau 4318 Cleveland Av	297 2433
Nguyen Chau Ngoc 4029-49th	280 8742
Nguyen Chien 4033 Florida	295 9665
Nguyen Chinh 10489 El Comal Dr	278 9351
Nguyen Chinh 6925 Fulton	277 9517
Nguyen Chuc Thi 3719 Florida	296 3254
Nguyen Chuong D 4415-37th	283 2619
Nguyen Co Van 5005 Trojan Av	282 4942
Nguyen Cu 2291 Dunlop	560 0260
Nguyen Cuong X 4657-32d	283 4559
Nguyen Cxau T 10441 Manila Av	271 7449
Nguyen D 2263 Ulric	279 2632
Nguyen Dang 3306 Lockwood Dr	571 6284
Nguyen Dang Ding 3684-42d	282 8951
Nguyen De Duc 134 Palm Av Natl Cty	477 1983
Nguyen Diem Thi 6961 Fulton	277 9535
Nguyen Dieu 4015 Buho Ct	571 0527
Nguyen Dinh Ba 4255 Gila Av	270 5582
Nguyen Dinh Huu 2054 Coolidge	565 0885
Nguyen Doan 8195 Casa Blanca Pl	578 4357
Nguyen Doung Minh 3311 Menard Natl Cty	475 6855
Nguyen Du Van 4170-38th	280 8043
Nguyen Du Van 3695-45th	563 9564
Nguyen Duc 8577 Andromeda Rd	578 1594
Nguyen Due 4581-39th	283 5076
Nguyen Duke 5454 Bayview Heights Pl	263 9915
Nguyen Duoc U 6622 Tait	277 2973
Nguyen Duong 3744 Ward Rd	280 6902
Nguyen Duv Can 516 Madison Av Chla Vsta	426 5022
Nguyen Duyen 2040 Ulric	277 2328
Nguyen Duyen 2046 Westinghouse	560 4016
Nguyen Duyen 11427 Westonhill Dr	578 2759
Nguyen Ghi 2177 Westinghouse	279 0843
Nguyen Giang 5204 Zion Av	583 6754
Nguyen Giang K 3626-42d	284 6375
Nguyen Giao A 3770 Catamarca Dr	279 0914
Nguyen Giao Ngoc 4521-37th	281 5332
Nguyen Giao Van 3925 Tambor Rd	571 7839
Nguyen Gihng Van 428 Claydelle Av El Caj	447 1725
Nguyen Ha Van 4462 Cherokee Av	282 5186
Nguyen Hai	697 7931
Nguyen Hai 4515 Bancroft	283 5641
Nguyen Hai 3088 Melbourne Dr	571 6290
Nguyen Han 9251 N Torrey Pines Rd La Jolla	455 5496
Nguyen Han Van 5722 Bates	582 4761
Nguyen Hanh 4135 Utah	282 6416
Nguyen Hantt & Bi 2743 Ulric	278 7633
Nguyen Hao Sy 6812 Ballinger Av	464 8604
Nguyen Hao Sy 4508 Terrace Dr	284 8574
Nguyen Hao T 3054 Massachusetts Av LemnGrv	464 5241
Nguyen Hao V 4149 Central Av	282 2849
Nguyen Hien 5059 Sterling Ct	281 5652
Nguyen Hien 4875 Trojan Av	282 4603
Nguyen Hien 4304-50th	286 7099
Nguyen Hiep P-Huoc 4525-34th	282 1346
Nguyen Hiep Van 11175 Westonhill Dr	566 9414
Nguyen Hieu 4531 Cochise Wy	272 7394
Nguyen Hieu 3743 Festival Ct Chla Vsta	427 7361
Nguyen Hieu Thi 187 Ballard El Caj	444 8718
Nguyen Hoa	283 5325
Nguyen Hoa 9702 Domer Rd Santee	449 0702
Nguyen Hoa 5902 University Av	286 9148
Nguyen Hoa Van 3377 Idlewild Wy	483 0313
Nguyen Hoan 7071 Hillsboro	287 6590
Nguyen Hoan 3315 Moccasin Av	274 4285
Nguyen Hoang 4992 Auburn Dr	283 2561
Nguyen Hoi Dinh 2136 Garston	277 3294
Nguyen Hong 2347 Grove Av	423 5397
Nguyen Hong Duc 2548 Goodstone	277 6733
Nguyen Hong Duc 4254½ Wilson Av	563 8246
Nguyen Hong Van 566 Citrus Av Imp Bch	424 5730
Nguyen Hong Van 4074-48th	563 8187
Nguyen Houng Van 99 Suzanne Ln Chla Vsta	420 5875
Nguyen Huang 2851 Mobley	279 2068
Nguyen Hue 6754 Kelly	277 3036
Nguyen Hue 3370 Mission Bl Msn Bch	488 5326
Nguyen Hue Bachthi 4074-48th	281 7357
Nguyen Hue Thi 3805-37th	282 5576
Nguyen Hung 1841 Meade Av	692 1528
Nguyen Hung 4518 Wilson Av	283 3371
Nguyen Hung Long 844 Cedar Av Chla Vsta	422 4663
Nguyen Hung Phuc 4011 Conrad Av	483 3149
Nguyen Hung Phuc 13253 Thunderhead	566 8375
Nguyen Hung Thuc 566 Naples Chla Vsta	422 6531
Nguyen Huong 3626 Fireway Dr	279 9446
Nguyen Huong Thi 3245 Cheyenne Av	275 2956
Nguyen Huong V 904 Hawaii Av	423 4530
Nguyen Huong Van 3859 Wilson Av	284 8037
Nguyen Kha 3249 Luna Av	270 5181
Nguyen Khang Ba 3431 Park Bl	299 6808
Nguyen Khanh Long 2330-30th	282 5932
Nguyen Khoa V 2464 East Ingersoll	279 6150
Nguyen Khuong 2212 Burroughs	268 0508
Nguyen Khuong 4218-34th	282 6636
Nguyen Kim Chan 4981 Perkon Pl	263 0402
Nguyen Kimcuc 2130 Garston	560 4126
Nguyen Kinh Minh 2135 Montclair	282 1410
Nguyen L T 3966 Cleveland Av	692 9861
Nguyen Lai 2114 Westinghouse	279 0849
Nguyen Lam 5706 Bates	583 2620
Nguyen Lam Nhu 3517-6th Av	295 6353
Nguyen Lan & Van 8686 Hebrides Dr	578 8412
Nguyen Lanh Duy 8614 Menkar Rd	566 7354
Nguyen Lap 3650 Conrad Av	274 3160
Nguyen Le 5725 Andros Pl	287 5363
Nguyen Le N 3701 Florida	295 2266
Nguyen Le Truc 3826 Catamarca Dr	560 4765
Nguyen Lien 3584 Polk Av	282 8654
Nguyen Lien 5821 Trojan Av	287 2251

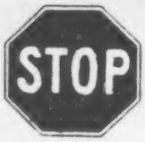
STATE ABBREVIATIONS

Appendix 5

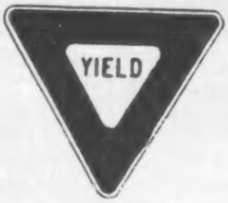
When addressing mail for delivery within the United States and its territories and possessions, always include the city, state, and ZIP Code in the last line of the address. Write the name of the city in full unless it includes the word Saint, which is ordinarily abbreviated in such city names as St. Louis and St. Paul. Either write the name of the state in full or use either the traditional abbreviation or the two-letter abbreviation devised and recommended by the United States Postal Service. Remember that the two-letter abbreviations are written in capital letters without periods and without space between the letters.

	Traditional Abbreviation	Post Office Abbreviation
Alabama	Ala.	AL
Alaska	-	AK
Arizona	Ariz.	AZ
Arkansas	Ark.	AR
California	Calif.	CA
Canal Zone	C.Z.	CZ
Colorado	Colo.	CO
Connecticut	Conn.	CT
Delaware	Del.	DE
District of Columbia	D.C.	DC
Florida	Fla.	FL
Georgia	Ga.	GA
Guam	-	GU
Hawaii	-	HI
Idaho	-	ID
Illinois	Ill.	IL
Indiana	Ind.	IN
Iowa	-	IA
Kansas	Kans.	KS
Kentucky	Ky.	KY
Louisiana	La.	LA
Maine	-	ME
Maryland	Md.	MD
Massachusetts	Mass.	MA
Michigan	Mich.	MI
Minnesota	Minn.	MN
Mississippi	Miss.	MS
Missouri	Mo.	MO
Montana	Mont.	MT
Nebraska	Nebr.	NE
Nevada	Nev.	NV
New Hampshire	N.H.	NH
New Jersey	N.J.	NJ
New Mexico	N. Mex.	NM
New York	N.Y.	NY
North Carolina	N.C.	NC
North Dakota	N. Dak.	ND
Ohio	-	OH
Oklahoma	Okla.	OK
Oregon	Oreg.	OR
Pennsylvania	Pa.	PA
Puerto Rico	P.R.	PR
Rhode Island	R.I.	RI
South Carolina	S.C.	SC
South Dakota	S. Dak.	SD
Tennessee	Tenn.	TN
Texas	Tex.	TX
Utah	-	UT
Vermont	Vt.	VT
Virgin Islands	V.I.	VI
Virginia	Va.	VA
Washington	Wash.	WA
West Virginia	W. Va.	WV
Wisconsin	Wis.	WI
Wyoming	Wyo.	WY

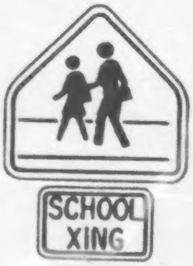
COMMON TRAFFIC SIGNS



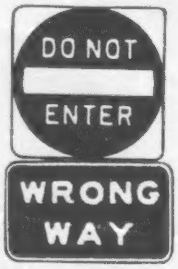
Stop signs mean you must come to a complete stop before clearing a clearly marked limit line (i.e. a cross-walk). Before proceeding, you must check for traffic and yield the right-of-way to any approaching traffic which would constitute a hazard.



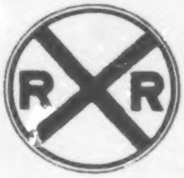
Yield Right of-Way. When you come to this sign you must slow down and be prepared to stop if necessary. You are required to yield the right-of-way to any pedestrains, cyclists and vehicles approaching on the intersecting street or roadway.



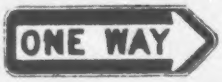
School signs warn of school areas and crossings. They are very important. Small children are often unpredictable in their actions and hard to see.



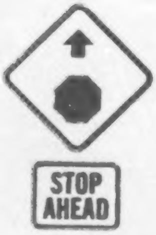
The Do Not Enter sig tells you danger is ahead because vehicl will coming toward you. Usually on a freeway off ramp. The Wrong Way sign may be used with the Do Not Enter sign.



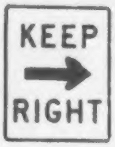
The Railroad Crossing sign warns that you are approaching railroad tracks. Be prepared to stop.

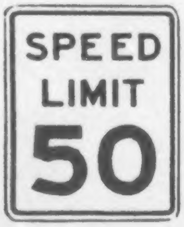


These three signs, One Way, Keep Right and Speed Limit are examples of Regulatory signs which tell a driver what to do. These signs must be obeyed in the same manner as traffic laws.



The Stop Ahead sign warns that you are approaching a required stop. Be sure to prepare for a full and complete stop.





Speed Limit signs indicate the maximum speed limit allowed on a roadway.

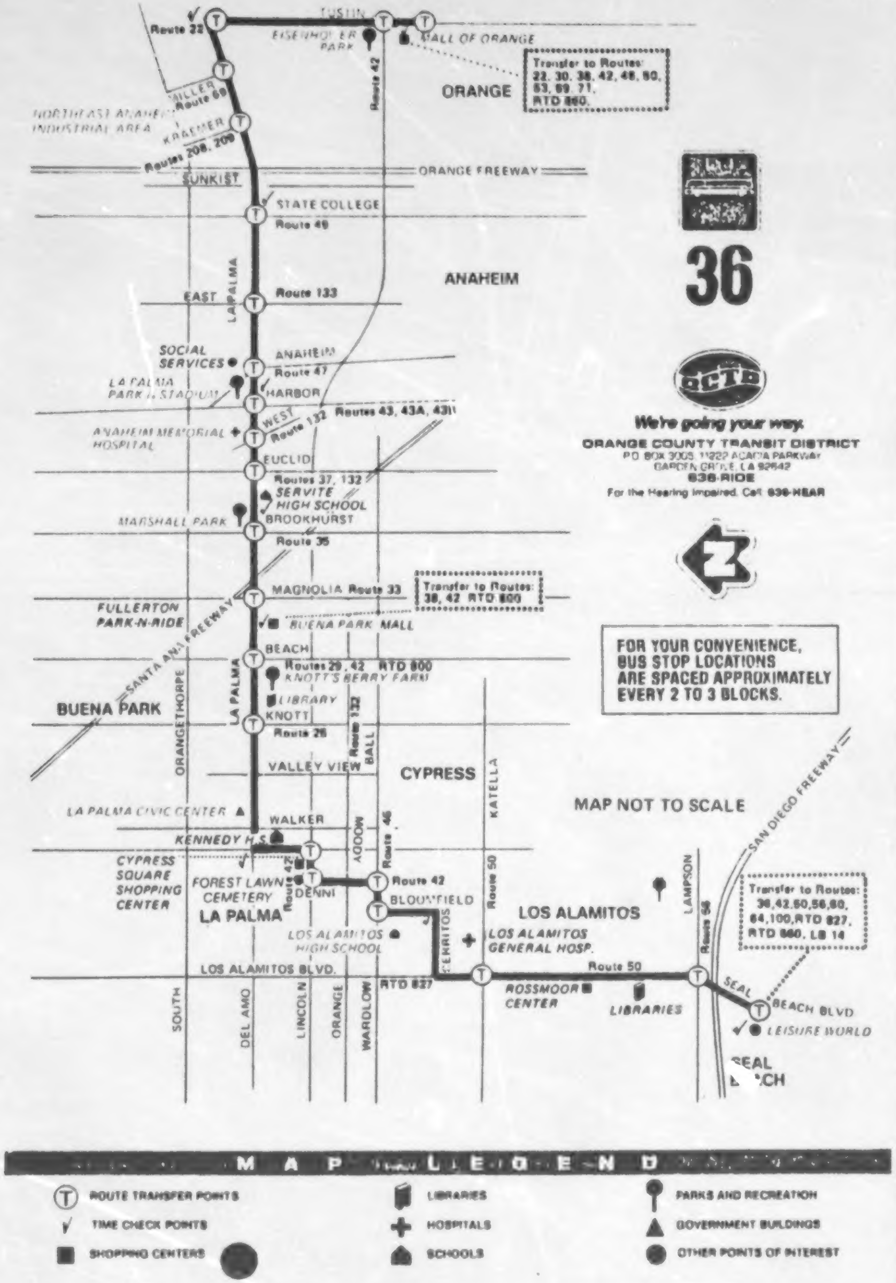
ROUTE 36 MON THRU FRI EASTBOUND

SEAL BEACH TO	ROSSMOOR TO	LOS ALAMITOS TO	CYPRESS TO	LA PALMA TO	BUENA PARK TO	ANAHEIM	TO	ORANGE
✓ LEISURE WORLD	✓ BLOOMFIELD & CERRITOS	✓ LA PALMA & MOODY	✓ BUENA PARK CENTER	✓ LA PALMA & BROOKHURST	✓ LA PALMA & HARBOR	✓ LA PALMA & STATE COLLEGE	✓ LA PALMA & TUSTIN	✓ MALL OF ORANGE
547AM	600AM	610AM	621AM	627AM	635AM	643AM	654AM	701AM
641	656	706	718	724	731	739	749	757
455PM	510PM	520PM	531PM	538PM	546PM	...	...	...

▨ SCREENED AREA INDICATES PEAK TRAFFIC HOURS

ROUTE 36 MON THRU FRI WESTBOUND

ORANGE	TO	ANAHEIM TO	BUENA PARK TO	LA PALMA TO	TO CYPRESS	LOS ALAMITOS TO	ROSSMOOR TO	SEAL BEACH
✓ MALL OF ORANGE	✓ LA PALMA & TUSTIN	✓ LA PALMA & STATE COLLEGE	✓ LA PALMA & HARBOR	✓ LA PALMA & BROOKHURST	✓ BUENA PARK CENTER	✓ LA PALMA & MOODY	✓ BLOOMFIELD & CERRITOS	✓ LEISURE WORLD
...	...	...	542AM	549AM	556AM	608AM	618AM	628AM
...	...	...	...	...	...	...	...	...
325PM	335PM	348PM	357PM	404PM	414PM	430PM	440PM	450PM
440	450	503	512	519	529	545	555	605


TUSTIN
Route 22
EISENHOWER PARK
MALL OF ORANGE
Transfer to Routes: 22, 30, 38, 42, 48, 50, 53, 69, 71, RTD 860.
ORANGE
Route 42
MILLER Route 69
KRAEMER
NORTHEAST ANAHEIM INDUSTRIAL AREA
Routes 208, 209
ORANGE FREEWAY
SUNKIST
STATE COLLEGE
Route 49
ANAHEIM
EAST
Route 133
LA PALMA
SOCIAL SERVICES
ANAHEIM
Route 47
LA PALMA PARK & STADIUM
HARBOR
WEST
Route 132
Routes 43, 43A, 43B
ANAHEIM MEMORIAL HOSPITAL
EUCLID
Routes 37, 132
SERVITE HIGH SCHOOL
MARSHALL PARK
BROOKHURST
Route 35
MAGNOLIA Route 33
Transfer to Routes: 38, 42 RTD 800
FULLERTON PARK-N-RIDE
BUENA PARK MALL
SANTA ANA FREEWAY
BEACH
Routes 29, 42 RTD 800
KNOTT'S BERRY FARM
LIBRARY
KNOTT
Route 26
BUENA PARK
ORANGETHORPE
LA PALMA
VALLEY VIEW
Route 132
BALL
CYPRESS
KATELLA
LA PALMA CIVIC CENTER
WALKER
KENNEDY H.S.
MOODY
Route 46
CYPRESS SQUARE SHOPPING CENTER
FOREST LAWN CEMETERY
LA PALMA
DENNI
Route 42
Route 42
BLOOMFIELD
Route 50
LOS ALAMITOS HIGH SCHOOL
CERRITOS
LOS ALAMITOS GENERAL HOSP.
LOS ALAMITOS
LOS ALAMITOS BLVD.
RTD 827
ROSSMOOR CENTER
Route 50
LIBRARIES
LAMPSON
Route 56
SAN DIEGO FREEWAY
Transfer to Routes: 36,42,50,56,60, 64,100,RTD 827, RTD 860, LB 14
SEAL BEACH BLVD.
LEISURE WORLD
SEAL BEACH
SOUTH
DEL AMO
LINCOLN
ORANGE
WARDLOW
MAP NOT TO SCALE
MAP LEGEND
ROUTE TRANSFER POINTS
TIME CHECK POINTS
SHOPPING CENTERS
LIBRARIES
HOSPITALS
SCHOOLS
PARKS AND RECREATION
GOVERNMENT BUILDINGS
OTHER POINTS OF INTEREST

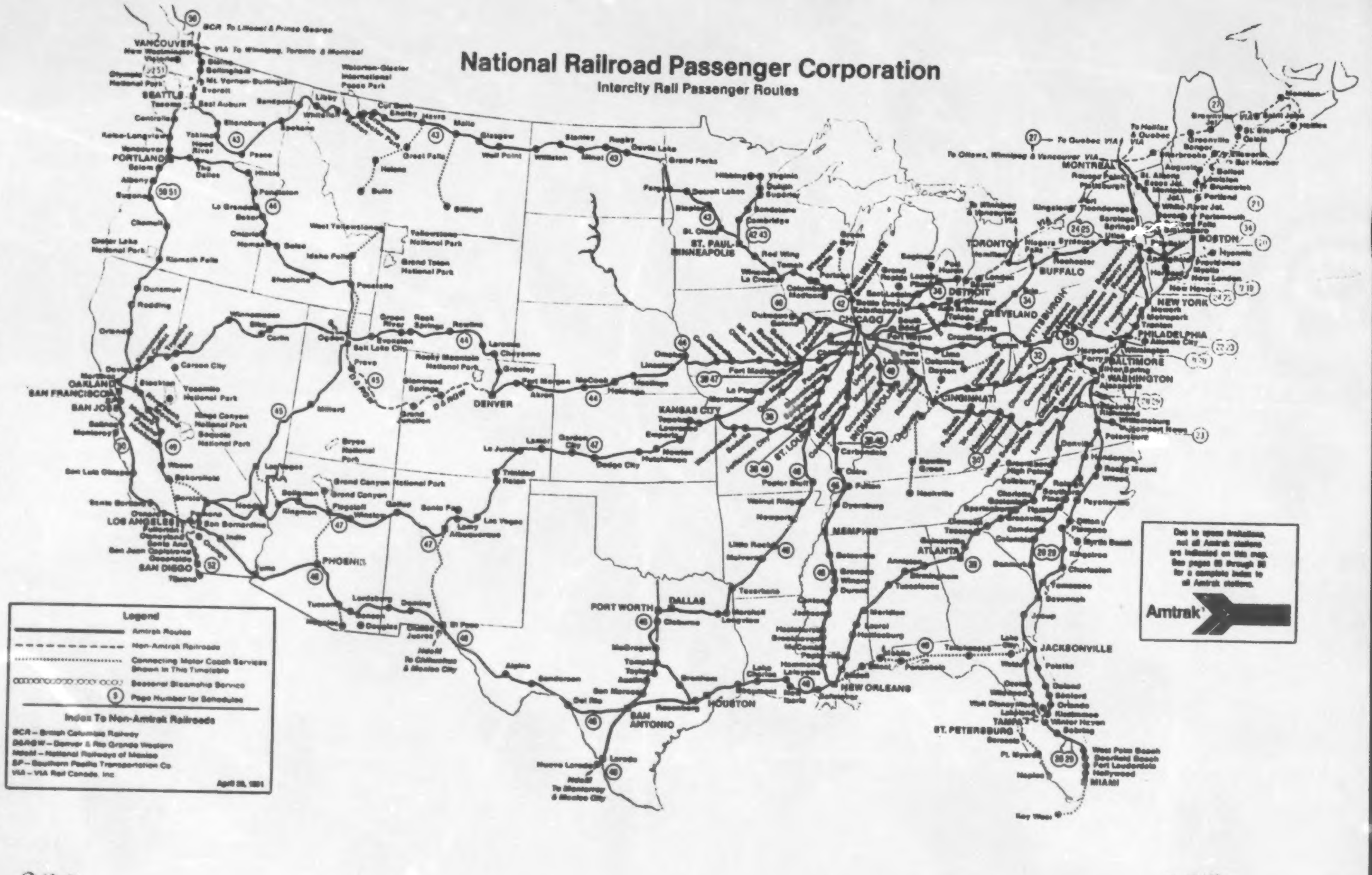
36

OCTD

We're going your way.

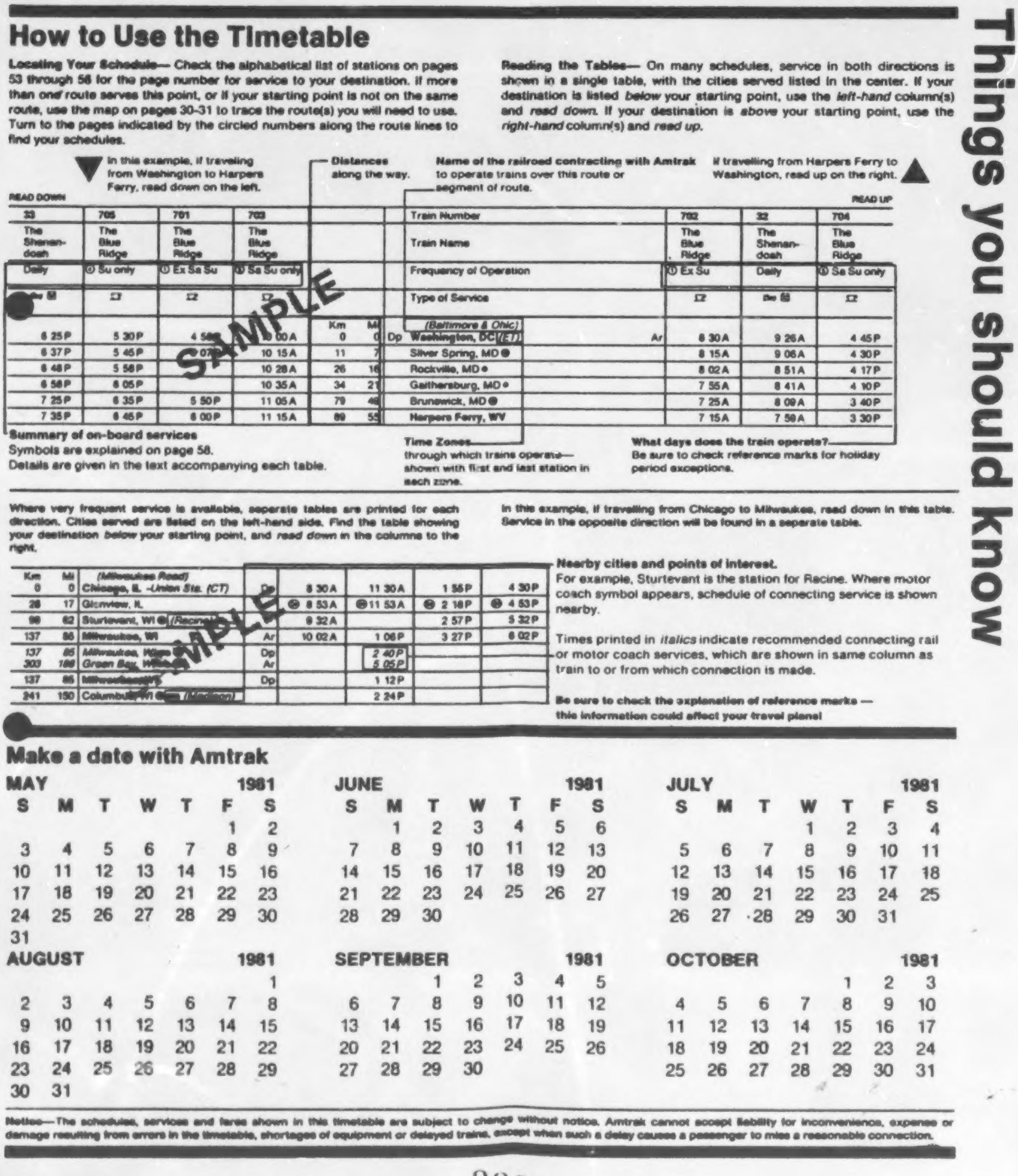
ORANGE COUNTY TRANSIT DISTRICT
P.O. BOX 3005, 11222 ACACIA PARKWAY
GARDEN GROVE, CA 92642
636-RIDE
For the Hearing Impaired, Call 636-HEAR

FOR YOUR CONVENIENCE, BUS STOP LOCATIONS ARE SPACED APPROXIMATELY EVERY 2 TO 3 BLOCKS.


National Railroad Passenger Corporation
Intercity Rail Passenger Routes
Legend
Amtrak Routes
Non-Amtrak Railroads
Connecting Motor Coach Services Shown In This Timetable
Seasonal Steamship Service
Page Number for Schedules
Index To Non-Amtrak Railroads
BCR – British Columbia Railway
D&RGW – Denver & Rio Grande Western
N de M – National Railways of Mexico
SP – Southern Pacific Transportation Co
VIA – VIA Rail Canada, Inc
April 26, 1981
Due to space limitations, not all Amtrak stations are indicated on this map. See pages [illegible] through [illegible] for a complete index to all Amtrak stations.
Amtrak
VANCOUVER
SEATTLE
PORTLAND
OAKLAND
SAN FRANCISCO
SAN JOSE
LOS ANGELES
SAN DIEGO
PHOENIX
DENVER
FORT WORTH
DALLAS
SAN ANTONIO
HOUSTON
NEW ORLEANS
KANSAS CITY
ST. LOUIS
ST. PAUL-MINNEAPOLIS
CHICAGO
INDIANAPOLIS
DETROIT
CLEVELAND
CINCINNATI
PITTSBURGH
BUFFALO
TORONTO
MONTREAL
BOSTON
NEW YORK
PHILADELPHIA
BALTIMORE
WASHINGTON
MEMPHIS
ATLANTA
JACKSONVILLE
TAMPA
ST. PETERSBURG
MIAMI

Appendix 9

SAMPLE TRAIN SCHEDULE



Things you should know

How to Use the Timetable

Locating Your Schedule— Check the alphabetical list of stations on pages 53 through 56 for the page number for service to your destination. If more than one route serves this point, or if your starting point is not on the same route, use the map on pages 30-31 to trace the route(s) you will need to use. Turn to the pages indicated by the circled numbers along the route lines to find your schedules.

Reading the Tables— On many schedules, service in both directions is shown in a single table, with the cities served listed in the center. If your destination is listed *below* your starting point, use the *left-hand* column(s) and *read down*. If your destination is *above* your starting point, use the *right-hand* column(s) and *read up*.

▼ In this example, if traveling from Washington to Harpers Ferry, read down on the left.

Distances along the way.

Name of the railroad contracting with Amtrak to operate trains over this route or segment of route.

If travelling from Harpers Ferry to Washington, read up on the right. ▲

READ DOWN / READ UP

33	705	701	703	Km	Mi		Train Number		702	32	704
The Shenandoah	The Blue Ridge	The Blue Ridge	The Blue Ridge				Train Name		The Blue Ridge	The Shenandoah	The Blue Ridge
Daily	① Su only	① Ex Sa Su	① Sa Su only				Frequency of Operation		① Ex Su	Daily	① Sa Su only
[illegible]	[illegible]	[illegible]	[illegible]				Type of Service		[illegible]	[illegible]	[illegible]
							(Baltimore & Ohio)				
6 25P	5 30P	4 58P	10 00A	0	0	Dp	Washington, DC *(ET)*	Ar	8 30A	9 26A	4 45P
6 37P	5 45P	[illegible]07P	10 15A	11	7		Silver Spring, MD ●		8 15A	9 06A	4 30P
6 48P	5 58P		10 28A	26	16		Rockville, MD •		8 02A	8 51A	4 17P
6 58P	6 05P		10 35A	34	21		Gaithersburg, MD •		7 55A	8 41A	4 10P
7 25P	6 35P	5 50P	11 05A	79	49		Brunswick, MD ●		7 25A	8 09A	3 40P
7 35P	6 45P	6 00P	11 15A	89	55		Harpers Ferry, WV		7 15A	7 59A	3 30P

SAMPLE

Summary of on-board services
Symbols are explained on page 58.
Details are given in the text accompanying each table.

Time Zones through which trains operate— shown with first and last station in each zone.

What days does the train operate? Be sure to check reference marks for holiday period exceptions.

Where very frequent service is available, seperate tables are printed for each direction. Cities served are listed on the left-hand side. Find the table showing your destination *below* your starting point, and *read down* in the columns to the right.

In this example, if travelling from Chicago to Milwaukee, read down in this table. Service in the opposite direction will be found in a seperate table.

Km	Mi	*(Milwaukee Road)*					
0	0	Chicago, IL -*Union Sta. (CT)*	Dp	8 30A	11 30A	1 55P	4 30P
28	17	Glenview, IL		● 8 53A	●11 53A	● 2 18P	● 4 53P
98	62	Sturtevant, WI ● *(Racine)*		9 32A		2 57P	5 32P
137	85	Milwaukee, WI	Ar	10 02A	1 06P	3 27P	6 02P
137	*85*	*Milwaukee, Wis*[illegible]	Dp		*2 40P*		
303	*188*	*Green Bay, Wis*[illegible]	Ar		*5 05P*		
137	85	Milwaukee[illegible]	Dp		1 12P		
241	150	Columbus, WI [illegible] *(Madison)*			2 24P		

SAMPLE

Nearby cities and points of interest.
For example, Sturtevant is the station for Racine. Where motor coach symbol appears, schedule of connecting service is shown nearby.

Times printed in *italics* indicate recommended connecting rail or motor coach services, which are shown in same column as train to or from which connection is made.

Be sure to check the explanation of reference marks — this information could affect your travel plans!

Make a date with Amtrak

MAY 1981

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 1981

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY 1981

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 1981

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 1981

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 1981

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Notice—The schedules, services and fares shown in this timetable are subject to change without notice. Amtrak cannot accept liability for inconvenience, expense or damage resulting from errors in the timetable, shortages of equipment or delayed trains, except when such a delay causes a passenger to miss a reasonable connection.

SCHEDULES IN EFFECT THROUGH AUGUST 1, 1981.

New Northeast Corridor schedules will be effective August 2.

Boston-Providence-Springfield-Hartford-New Haven-New York-Newark-Trenton-Philadelphia-Wilmington-Baltimore-Washington

Continued on next page.

		Train Number		67	471	101	237	61	103	131	89	105	181	107
		Train Name		The Night Owl	The Chesapeake	Metroliner Service	The Philadelphian	The Montrealer	Metroliner Service	The Capitol	The Palmetto	Metroliner Service	The Congressional	Metroliner Service
		Frequency of Operation		Daily	● Ex Sa Su	● Ex Sa Su	● Ex Sa Su	Daily	● Ex Sa Su	● Sa only	Daily	● Ex Sa Su	Daily	● Ex Sa Su
		Type of Service		🛏 ⊠ ⊞		■ ♩ ☐		🛏 ✕ ⊞	■ ♩ ☐	☐	☐ ⊞	■ ♩ ☐	☐	■ ♩ ☐
Km	Mi													
0	0	**Boston, MA** *-South Sta. (ET)*	Dp	10 14P										
19	12	Route 128, MA		10 31P										
70	44	**Providence, RI**		11 06P										
92	57	East Greenwich, RI ●												
102	63	Wickford Jct., RI ●												
114	71	Kingston, RI ●		11 34P										
122	76	Shannock, RI ●												
141	88	Westerly, RI ●		11 49P										
155	96	Mystic, CT ● *(Mystic Seaport)*												
171	106	New London, CT ●		12 14A										
182	113	East Lyme, CT ● *-Niantic*												
190	124	Old Saybrook, CT *(Valley R.R.)*												
219	136	Madison, CT ●												
34	21	Framingham, MA ●												
71	44	Worcester, MA												
158	98	**Springfield, MA**						3 15A						
171	106	Enfield, CT ● *(Thompsonville)*												
182	113	Windsor Locks, CT ●												
189	117	Windsor, CT ●												
199	124	**Hartford, CT**						3 52A						
216	134	Berlin, CT *(New Britain)*						4 04A						
228	142	Meriden, CT ●						4 15A						
238	148	Wallingford, CT ●												
247	153	North Haven, CT ● *(Hamden)*												
258	160	**New Haven, CT**	Ar	1 08A				4 46A						
252	157	**New Haven, CT**	Dp	1 23A				5 01A						
280	174	Bridgeport, CT		● 1 45A				● 5 23A						
316	196	Stamford, CT		● 2 12A				● 5 50A						
330	206	**Rye, NY**						● 6 02A						
373	232	**New York, NY** *-Penn. Sta.*	Ar	3 10A				6 45A						
373	232		Dp	3 40A		6 30A	6 45A	7 00A	7 30A	7 30A	8 00A	8 30A	9 00A	9 30A
388	242	**Newark, NJ** *-Penn. Sta.*		3 55A			7 01A	7 15A	R 7 43A	7 43A	8 13A	R 8 43A	9 12A	R 9 43A
413	256	**Metropark, NJ** *-Iselin*		4 11A		R 6 56A		7 31A	R 7 57A	R 7 57A	8 28A			R 9 57A
426	264	New Brunswick, NJ ●					7 23A				8 38A			
451	280	Princeton Jct., NJ ● ● *(Princeton)*					7 40A						9 43A	
467	290	**Trenton, NJ**		4 41A		7 22A	7 51A	8 03A			8 56A	9 19A	9 54A	
512	318	North Philadelphia, PA ●					D 8 17A						10 15A	
519	322	**Philadelphia, PA** *-30th St. Sta.*		5 23A	● 6 45A	7 51A	8 27A	8 36A	8 50A	8 50A	9 36A	9 48A	10 24A	10 53A
560	348	**Wilmington, DE**		5 54A	7 16A	8 20A		9 08A	9 19A	9 19A	10 06A	10 17A	10 55A	11 22A
622	386	Aberdeen, MD ●		6 33A	7 54A									
670	416	**Baltimore, MD** *-Penn. Sta.*		7 08A	8 24A	9 12A		10 20A	D 10 12A	D 10 12A	11 04A	D 11 11A	11 52A	D 12 16P
687	427	BWI Rail Sta., MD			8 45A						11 25A			
720	447	Beltway Sta., MD *-Lanham*		D 7 48A				D 10 58A	D 10 48A	D 10 48A	● 11 44P		D 12 30P	
735	456	**Washington, DC** *(ET)*	Ar	8 02A	9 14A	9 56A		11 11A	10 59A	11 01A	11 57A	11 59A	12 40P	12 59P

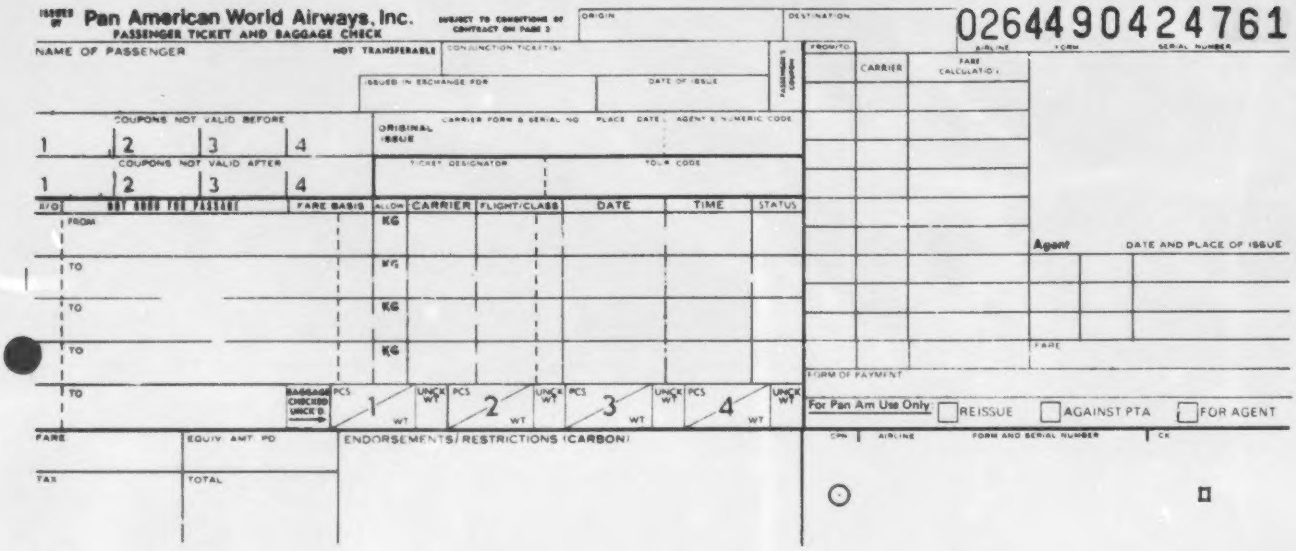
Amtrak is undertaking major track rehabilitation on the Northeast Corridor route. While our schedules have been adjusted to allow for the impact of major anticipated projects, additional delays may unfortunately occur. We regret these delays and advise you to call the information number for your area (see page 57) for the latest train status. Your understanding and patronage are appreciated while we work to bring you a better rail passenger service.

Reference Marks

● Will not operate May 25, July 3 or Sept. 7.
● Will also operate May 24, July 3 and Sept. 6.
● Passengers not carried locally between Rye, Stamford and Bridgeport or between these stations and New York or New Haven.
● Passengers not carried locally between this station and Washington, DC.
● Departs Penn Center Station 842A.
● Connecting NJ TRANSIT service operated between Princeton and Princeton Jct. Separate ticket required. Consult agent for schedule.

For details of the services available on Amtrak's premium Metroliner Service, see page 19.

SAMPLE AIRLINE TICKET



ISSUED BY **Pan American World Airways, Inc.**
PASSENGER TICKET AND BAGGAGE CHECK
SUBJECT TO CONDITIONS OF CONTRACT ON PAGE 2
ORIGIN
DESTINATION
0264490424761
AIRLINE FORM SERIAL NUMBER
NAME OF PASSENGER
NOT TRANSFERABLE
CONJUNCTION TICKET(S)
ISSUED IN EXCHANGE FOR
DATE OF ISSUE
PASSENGER'S COUPON
COUPONS NOT VALID BEFORE 1 2 3 4
COUPONS NOT VALID AFTER 1 2 3 4
ORIGINAL ISSUE: CARRIER FORM & SERIAL NO. PLACE DATE AGENT'S NUMERIC CODE
TICKET DESIGNATOR
TOUR CODE

X/O	NOT GOOD FOR PASSAGE	FARE BASIS	ALLOW	CARRIER	FLIGHT/CLASS	DATE	TIME	STATUS
	FROM		KG					
	TO		KG					
	TO		KG					
	TO		KG					
	TO							

BAGGAGE CHECKED UNCK'D → PCS 1 WT UNCK WT PCS 2 WT UNCK WT PCS 3 WT UNCK WT PCS 4 WT UNCK WT
FARE
EQUIV. AMT. PD.
TAX
TOTAL
ENDORSEMENTS/RESTRICTIONS (CARBON)
FROM/TO
CARRIER
FARE CALCULATION
Agent
DATE AND PLACE OF ISSUE
FARE
FORM OF PAYMENT
For Pan Am Use Only: ☐ REISSUE ☐ AGAINST PTA ☐ FOR AGENT
CPN AIRLINE FORM AND SERIAL NUMBER CK

Each ticket that is purchased constitutes the acceptance of certain conditions. A description of such conditions might look like this:

THIS IS A BUDGET FARE TICKET. PURCHASE OF THIS TICKET CONSTITUTES ACCEPTANCE OF THE FOLLOWING CONDITIONS:

1. This ticket is valid only for travel between the cities indicated, only for travel during the week(s) indicated, and only on flight(s) and date(s) assigned by Pan Am.
2. If this is an open ticket which does not yet specify the week(s) of travel, the passenger must present the ticket to Pan Am or passenger's travel agent at least 21 days prior to the first day of the calendar week (Sunday through Saturday) during which the passenger wishes to commence travel. If Pan Am has space available for that week, Pan Am or the agent shall enter the week of travel on the face of the ticket.
3. Pan Am may assign any of its flights scheduled to depart during the calendar week(s) (Sunday through Saturday) shown on this ticket. For this reason, requests for outbound and inbound travel during the same week will not be accepted.
4. Pan Am will send to the passenger or passenger's travel agent (who in turn will contact the passenger) a written notification of the flight and date assigned, including local departure and arrival times. In the case of a round trip ticket, Pan Am will send a separate notice for outbound and inbound travel. If such notification is not received by Monday of the week before the relevant calendar week shown on this ticket, the passenger must immediately contact Pan Am or passenger's travel agent to determine the flight and date assigned.
5. **ONCE A TRAVEL WEEK HAS BEEN ENTERED ON THIS TICKET, FAILURE TO USE IT WILL RESULT IN ONE HALF OF THE FARE PAID FOR EACH SUCH WEEK BEING NON-REFUNDABLE. THE NON-REFUNDABLE PORTION MAY NOT BE CREDITED TOWARD THE PURCHASE OF ANY OTHER TRANSPORTATION.**

   Exception: Full refund on any unused portion of the ticket will be permitted in the event of:
   —a fare increase which occurs after the ticket has been issued, but prior to departure; or
   —death or illness of the passenger or a member of the passenger's immediate family (as defined in Pan Am's official tariff). Documentation is required in such cases.

IMPORTANT: Passengers are cautioned that in selecting two consecutive weeks for outbound and inbound travel, it is possible that a late date of travel assigned in the first week, combined with an early date assigned in the second week, could result in a very short stay at the destination. Transpacific passengers are advised that Pan Am may assign indirect and/or connecting flights with layovers of up to 24 hours. Passengers are solely responsible for their expenses (hotels, meals, etc.) incurred during such layovers.

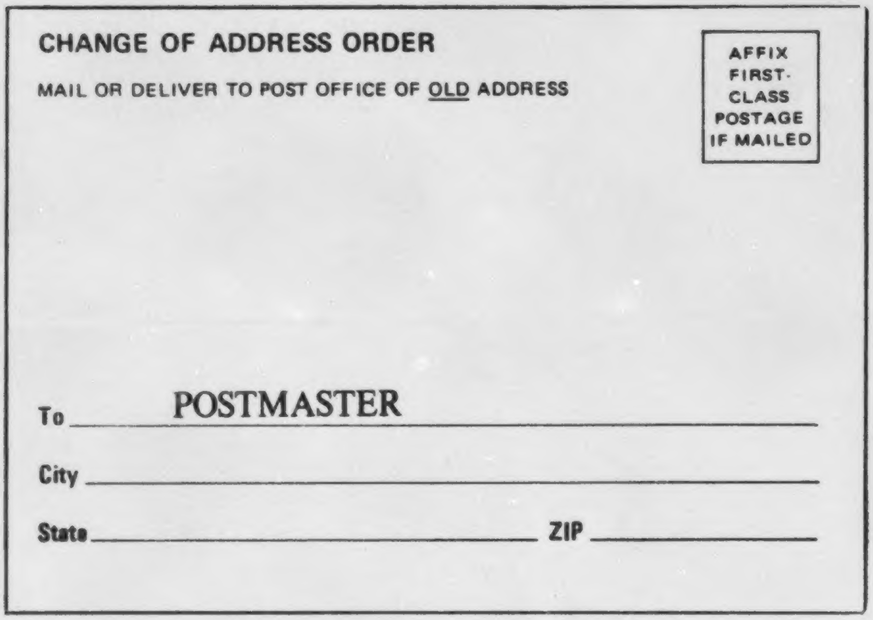
POPULATION AND AREA STATISTICS OF U.S. STATES AND SELECTED SOUTHEAST ASIAN COUNTRIES

	Population	/ Rank	Area	/ Rank	Ref. Pop as of December 31, 1981
Alabama	3,769,000	(22nd)	51,609	(29th)	2,409
Alaska	406,000	(50th)	586,412	(1st)	459
Arizona	2,450,000	(30th)	113,909	(6th)	3,798
Arkansas	2,180,000	(33rd)	53,104	(27th)	2,594
California	22,694,000	(1st)	158,693	(3rd)	192,105
Colorado	2,772,000	(28th)	104,247	(8th)	9,014
Connecticut	3,115,000	(24th)	5,009	(48th)	5,289
Delaware	582,000	(47th)	2,047	(49th)	297
District of Columbia	3,020,100	(N.A.)	68	(N.A.)	1,873
Florida	8,860,00	(8th)	58,560	(22nd)	9,889
Georgia	5,117,000	(14th)	58,876	(21st)	6,533
Hawaii	915,000	(40th)	6,450	(47th)	6,230
Idaho	905,000	(41st)	83,557	(13th)	1,169
Illinois	11,229,000	(5th)	56,400	(24th)	21,306
Indiana	5,400,000	(12th)	36,291	(38th)	3,901
Iowa	2,902,000	(26th)	56,290	(25th)	8,370
Kansas	2,369,000	(32nd)	8,264	(14th)	7,648
Kentucky	3,527,000	(23rd)	40,395	(37th)	2,007
Louisiana	4,018,000	(20th)	48,523	(31st)	12,769
Maine	1,097,000	(38th)	33,215	(39th)	966
Maryland	4,148,000	(18th)	10,577	(42nd)	6,185
Massachusetts	5,769,000	(10th)	8,257	(45th)	11,062
Michigan	9,207,000	(7th)	58,218	(23rd)	9,229
Minnesota	4,060,000	(19th)	84,068	(12th)	23,053
Mississippi	2,429,000	(31st)	47,716	(32nd)	1,559
Missouri	4,867,000	(15th)	69,686	(19th)	5,207
Montana	786,000	(43rd)	147,138	(4th)	1,011
Nebraska	1,574,000	(35th)	77,227	(15th)	1,970
Nevada	702,000	(44th)	110,540	(7th)	2,283
New Hampshire	887,000	(42nd)	9,304	(44th)	382
New Jersey	7,332,000	(9th)	7,836	(46th)	5,108
New Mexico	1,241,000	(37th)	121,666	(5th)	2,940
New York	17,648,000	(2nd)	49,576	(30th)	17,177
North Carolina	5,606,000	(11th)	52,586	(28th)	4,589
North Dakota	657,000	(46th)	70,664	(17th)	626
Ohio	10,731,000	(6th)	41,222	(35th)	7,318
Oklahoma	2,892,000	(27th)	69,919	(18th)	7,171
Oregon	2,527,000	(29th)	96,981	(10th)	16,509
Pennsylvannia	11,731,000	(4th)	45,333	(33rd)	21,412
Rhode Island	927,000	(39th)	1,214	(50th)	3,439
South Carolina	2,932,000	(25th)	31,055	(40th)	2,137
South Dakota	689,000	(45th)	77,047	(16th)	883
Tennessee	4,380,000	(17th)	42,244	(34th)	3,274
Texas	13,380,000	(3rd)	267,338	(2nd)	51,097

	Population	Rank	Area	Rank	Ref. Pop as of December 31, 1981
Utah	1,367,000	(36th)	84,916	(11th)	7,179
Vermont	493,000	(48th)	9,609	(43rd)	299
Virginia	5,197,000	(13th)	40,817	(36th)	16,779
Washington	3,926,000	(21st)	68,192	(20th)	26,277
West Virginia	1,878,000	(34th)	24,181	(41st)	466
Wisconsin	4,720,000	(16th)	56,154	(26th)	9,696
Wyoming	450,000	(49th)	97,914	(9th)	424
					565,367
Cambodia	5,200,000	(1980 est.)	69,898		
Laos	3,546,000	(1978 est.)	91,428		
Vietnam	47,870,000	(1978 est.)	128,405		

Appendix 12

SAMPLE CHANGE OF ADDRESS ORDER



CHANGE OF ADDRESS ORDER

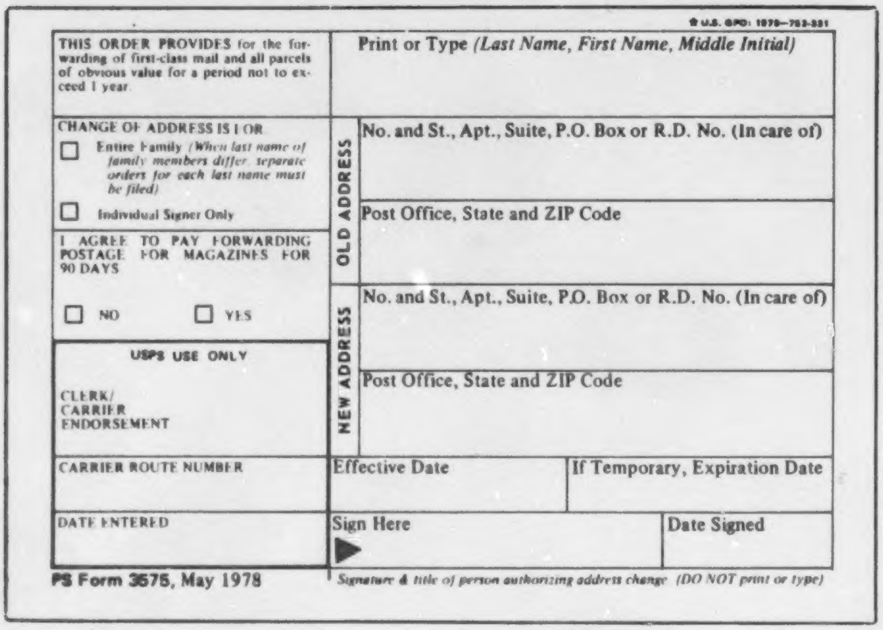
MAIL OR DELIVER TO POST OFFICE OF OLD ADDRESS

AFFIX
FIRST-
CLASS
POSTAGE
IF MAILED

To POSTMASTER

City ____________

State ____________ ZIP ____________



U.S. GPO: 1979—753-331

THIS ORDER PROVIDES for the forwarding of first-class mail and all parcels of obvious value for a period not to exceed 1 year.		Print or Type *(Last Name, First Name, Middle Initial)*
CHANGE OF ADDRESS IS FOR ☐ Entire Family *(When last name of family members differ, separate orders for each last name must be filed)* ☐ Individual Signer Only	OLD ADDRESS	No. and St., Apt., Suite, P.O. Box or R.D. No. (In care of)
I AGREE TO PAY FORWARDING POSTAGE FOR MAGAZINES FOR 90 DAYS ☐ NO ☐ YES	OLD ADDRESS	Post Office, State and ZIP Code
USPS USE ONLY CLERK/ CARRIER ENDORSEMENT	NEW ADDRESS	No. and St., Apt., Suite, P.O. Box or R.D. No. (In care of)
	NEW ADDRESS	Post Office, State and ZIP Code
CARRIER ROUTE NUMBER	Effective Date	If Temporary, Expiration Date
DATE ENTERED	Sign Here ▶	Date Signed

PS Form 3575, May 1978

Signature & title of person authorizing address change (DO NOT print or type)

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Introduction

The resettlement issues associated with the topics of health and sanitation cover a wide range of concerns: self-sufficiency, safety, and negative community reactions, to name but a few. It is possible, nevertheless, to identify two basic problems: 1) the relative poor health of the refugees (poor relative to the standard of health they had in normal times in their own country; and poor relative to the general health of Americans), and 2) the difficulty the American health system has in providing effective medical services to Indochinese.

The refugees' escape and the hardships of camp life with its poor sanitation and limited food and medical resources has created a high level of stress, dietary deficiencies, and lowered resistance to disease and infection. The health and strength of almost every refugee has in some way been impaired by the time they arrive in the U.S.

American doctors tell us that modern medical science has relatively quick and easy solutions to most of the resulting physical distress. In fact, many of the refugees' health problems are resolved by improved sanitation and diet which restore the body's own defense system. But for those who need corrective help the solution is not so simple. Medical services serve people, not diseases, and there is a considerable communication gap between U.S. medical services and Indochinese people. The communication problem goes beyond the obvious language difficulties to deep-seated cultural differences in concepts of health, disease and curing agents.

Dr. Tran Minh Tung, a Vietnamese physician who has resettled in the U.S., has made significant contributions towards creating better understanding between American health providers and their Indochinese patients. In his article "The Indochinese Refugees as Patients", he explains traditional views of medicine commonly held by Indochinese people and how these basic assumptions may affect their dealings with the American medical system. In another article titled "Health and Disease: The Indochinese Perspective", he says, "...we can only help in as much as people perceive a need for help, request the help and accept the services that we offer because these match with their expectations." He goes on to explain that people tend to rely on traditional beliefs, assumptions and their own experience to decide what it is like to be in good health; why and when a person is sick; what to do and how. In many cases, these basic beliefs and assumptions are quite different for the health service provider and the Indochinese patient. The result can be confusion, anger or frustration on both sides and a lack of follow-through and resolution of a medical problem.

If the refugees understand what the services are, how they may differ from what they are used to, how to request and use the services available and, most important, what to expect from them, a significant impact can be made on many of the resettlement problems associated with health care.

PART ONE: THE AMERICAN MEDICAL DELIVERY SYSTEM

Introduction

The American medical delivery system is complex, highly specialized and in most cases very different from the experience of most Indochinese refugees. Most refugees will have some contact with all of the following services in their American community.

Public Health

There is a Public Health office in every American county. Although the total scope of services differs in each community, the primary function of this local government office is to protect the health of the community. One way this is done is by controlling the spread of contagious disease. These offices provide inoculations or vaccine for preventable diseases, and testing and treatment for such diseases as tuberculosis (TB), venereal diseases and leprosy. The services for testing and treatment of communicable disease are generally provided free of charge in order to make them available to everyone. Public Health offices also regulate and inspect the water supply; regulate and inspect the safe handling of food in restaurants; control the spreading of disease by animals such as rats, mosquitos and dogs; and in general are responsible for protecting the community from epidemics of any kind. Other services commonly provided by Public Health offices may include individual and group health education programs, nutrition counseling, family planning counseling, periodic examination and screening for children to detect childhood diseases in their early stages, and services for pregnant mothers and babies.

The scope of services provided by this government office demonstrates the high value Americans place on the health of the people in their communities. It is generally expected that everyone in the community must take responsibility to protect not only their own personal health, but also the health of the rest of the community as well.

The Public Health clinic may be the first contact many refugees have with the American medical system. The screening programs operated by these clinics in larger resettlement areas are described more fully in the section entitled "Arrival in American Community" of this monograph.

Personal Health Facilities

There are a variety of health services available for people in America who are sick or who simply want a health check-up. Not all of the services listed below are available in every community.

Private Doctor. Private doctors are usually the most expensive, and payment for their services is usually required at each visit. They often specialize in one particular area of medicine, such as pediatricians who only treat children, or opthamologists who treat eye diseases. However, there are family practitioners or doctors in "general practice" who treat the whole family for most common ailments. It is necessary to make an appointment in advance before visiting a private doctor. The offices usually are open five days a week and one-half day on Saturday. They are seldom open in the evenings. Few private doctors have interpreters, but there are some Indochinese physicians who are now practicing in the U.S. and who may speak one or more of the refugee languages. These doctors might best be located through a local MAA office.

Private Clinics. Private clinics are made up of a group of private doctors usually with different specialties. The medical records are kept in one area and patients are often referred to different doctors depending on their particular medical problem. Private clinics are similar to private doctors in that the cost is relatively high, an appointment is needed, and they usually do not have interpreters. One advantage to a clinic is there is usually another doctor available when a person's own doctor is away for some reason.

Community Clinics. Community clinics are often partially or fully supported with government or charitable funds, and are able to charge fees according to the patient's ability to pay. They almost always accept Medicaid as payment for services. They are staffed by a group of doctors and the patient often sees a different doctor at each visit. The services of community clinics can vary greatly depending upon the needs of the community they serve. They may require or prefer appointments; however, some community clinics will see anyone who comes in on a "first come, first serve" basis. Those clinics which are located in areas with a large Indochinese population are more likely to have interpreters. These clinics are often very crowded and require longer waiting periods. Not all communities in America have community clinics.

Hospital Outpatient Clinics. These clinics are attached to a hospital and can operate as a private or community clinic. Teaching hospitals for medical students usually have an outpatient clinic staffed by students and teachers.

Health Maintenance Organizations. This type of service operates very much like a large clinic with many doctors and sometimes their own hospital facilities. A person "joins" the organization by signing a contract for services and paying a set amount of money each month. The services to be provided are spelled out in the contract usually cover all common medical treatments and most major hospital and surgical care. The monthly charge usually covers only services delivered at the organization's facilities. There is an emphasis on preventive health care, and routine health checks are not only encouraged, but are included in the monthly fee.

Dentists. There are private dentists and dental clinics which operate in a similar way to medical services. Public or community dental services are rare. Dental services are very expensive, appointments are usually necessary, and few dental offices have interpreters.

Eye Glasses and Hearing Aid Services. There are physicians available who treat eye and ear diseases as well as test for and prescribe eyeglasses and hearing aids. These physicians can be general practitioners or specialists. There are also services which only test for eyesight and hearing loss and sell eyeglasses and hearing aids. Some refugees who experience a change in their lifestyles and undertake activities requiring more precise vision or hearing ability, may find that they need hearing or eyesight correction. It is probably best for most refugees to consult a physician first to determine if they need medical treatment and correction. Most medical insurance plans cover only the services of a physician.

Hospitals

There are hospitals conveniently located in most American communities. You can usually reach a hospital within an hour or less, even in rural areas.

Hospital care is expensive and most hospitals require proof that a person can pay (such as insurance coverage or Medicaid) before agreeing to treat them. There is usually at least one hospital in the community which will accept those who cannot pay.

Being in an American hospital is a difficult experience for anyone, but for an Indochinese refugee it can be traumatic. Most refugees view American hospitals as cold and impersonal places where the patients have little understanding or control over what is happening to them. Few hospitals have interpreters. Most hospitals have controlled visiting hours so that contact with the family is limited. Children are seldom allowed to visit hospitals and the number of people allowed in a room at one time is usually limited. This may be difficult not only for refugee patients, but for their families as well since they may be accustomed to having a great deal of involvement in the treatment and care of a sick family member. There is also little allowance for special dietary beliefs or religious customs (such as burning incense). Often these restrictions are due to the emphasis placed on efficiency and cleanliness in

American hospitals, and a general lack of understanding of refugee beliefs and needs. Many times special arrangements can be made with the doctor beforehand to avoid potential problems. Mutual assistance associations or bilingual social service staff workers may be able to assist in explaining customs and beliefs to a doctor when someone is preparing to enter the hospital. If the doctor is told, for instance, that it is very important for a family member to stay with the patient or that special foods are necessary, it can sometimes be arranged. What is most important is that the refugees understand that the style of hospital care in the U.S. is probably different from what they are used to.

Appendix 3, p. 357 describes some of the traditions related to child-birth that can cause confusion and misunderstanding in an American hospital

By far the greatest number of hospital stays for refugees are due to women who are going through child-birth. This is an area of life where most people hang on to their cultural traditions and beliefs tenaciously. Refugees need to know that many of their traditions are unheard of, or not practiced by American medical professionals. Sharing these traditions with the doctor before delivery may prevent confusion and trauma for both the family and the hospital staff.

Pharmacies

Some Western medicines are very strong and can be dangerous if improperly used. Because of this the American government regulates the sale and use of certain drugs. The only way a person in the U.S. can legally get these drugs is by a prescription from a doctor. A prescription is a note from the doctor to the pharmacist describing the kind of drug or medicine, the dossage, and when and how often it is to be taken. The patient takes the prescription to the pharmacy, gives it to the pharmacist who then has permission to sell the medicine to the patient.

Most Indochinese who used western medicine in their own country were able to purchase such things as antibiotics and tranquilizers from the pharmacy without going to a doctor. They may find that control of strong medicines will change their traditional ways of dealing with sickness, perhaps making it necessary to consult a doctor more often than before for such things as infection, pain and nervousness.

Non-prescription or "over-the-counter" drugs are also available in pharmacies and grocery stores. They include such things as aspirin, cold medicines, cough medicines, medicines for diarrhea and constipation, and antiseptics for small cuts and burns. The pharmacist can be helpful in choosing the appropriate non-prescription medicine for simple ailments.

PART TWO: USING THE SYSTEM

Introduction

Western medicine has had a role in providing medical services in urban S.E. Asia for many years. Consequently, many refugees from urban backgrounds may have an understanding of the basic principles and procedures of western medical treatment. They will not, however, necessarily know the structure of the American medical delivery system, how to use it, or how to pay for the services. Indochinese people from rural backgrounds with more traditional concepts of the causes and cures for illness, may find American physicians and medical services confusing and frightening as they differ so greatly from their own experiences and beliefs. Most refugees will encounter a provider who does not know their language or understand their traditions.

American doctors are also confused and frustrated. The following are statements made by Dr. Gerald Greene at a seminar on the problems of treating Indochinese refugees:

> *"Medical histories are practically unobtainable. We have to treat what we see. We feel helpless because we're not able to do much beyond that point."*
>
> *"It takes four to five times as long to process non-English speaking refugees through the health care system and that is a very expensive proposition."*
>
> *"Physicians are not prepared to recognize uncommon exotic diseases. Many of the illnesses are caused by malnutrition and vitamin deficiency. Physicians in the United States aren't used to dealing with malnutrition. It's not a problem that is taught in medical schools to any extent."*

Other doctors have observed that the Indochinese have a tendency to deny or minimize previous illness and current symptoms.

Helping the refugees know what to expect from the health care system may alleviate some of the confusion, lost time and expense on both sides.

Finding a Doctor

Western medicine is sometimes perceived as impersonal and fragmented, with one doctor to treat your eyes, one to treat your foot, etc. This is sometimes seen as a concern for the body, but not the person, and can be unsatisfactory to many Indochinese. The way to avoid the perception of impersonal treatment is to find a family doctor who can treat everyone in the family on a regular basis. If a family can visit the same doctor, or even group of doctors in a clinic, several times, a trust and understanding develops which is helpful both for the doctor and the patients. Many refugees, confused by American medical practices, shop around from doctor to doctor for the "right cure". This practice often leads to "cold" and "impersonal" treatment and does not provide the doctor the opportunity to get to know the person or the illness. MAA's social service providers or friends may be able to assist refugees in finding a doctor in their community.

Appointments

It is necessary to make an appointment for almost all non-emergency medical services. As most doctors are very busy, it is important to arrive on time. If you are late, you may not be seen. If you are unable to keep the appointment it is expected that you will call beforehand (sometimes 24 hours) to cancel, or you could be charged for the visit even if you do not go.

Language and Communication

The American medical system relies heavily on communication between doctor and patient. The language problems of the Indochinese create serious barriers to this style of treatment. Most medical facilities do not have Indochinese interpreters. It is important to find out if interpreters are available. If they are not, it will probably be necessary for the refugee to take his own interpreter along, at least to the first visit.

Medical History

See Appendix 4 for an example of a medical history form, p. 363

Most medical services require an extensive medical history on the patient and his family at the time of the first visit. The patient may be asked to fill out a form or answer a series of questions in an interview with a nurse or the doctor. This information helps the doctor decide what is wrong with the person and what kind of medicine or treatment to give.

Providing this information is very difficult for many refugees, even with an interpreter, as they often do not have names for past illnesses. It is important they know they will be asked these questions. After giving the questions some thought and discussing them with other family members they should prepare the best answers possible in preparation for their first medical visit in America. The kind of information that will be helpful to the doctor is:

- the nature of any serious illness they have had (such as intense pain, fever or surgery) and about how old they were when they had it.

- names and ages of parents or other family members who have died of illnesses.
- if they have ever taken any medication which has made them sick, or to which they may be allergic.
- how many times they have been pregnant and if any of the babies have died.

Diagnosis and Laboratory Tests

A diagnosis is the identification of an illness or disease by a doctor. There are several ways in which doctors make their evaluations. In addition to the medical history the patient can expect the doctor to:

1) Ask many questions about what is wrong with the patient such as, "Where does it hurt?" "How long have you had it?" "What kind of food are you eating?" Because many refugees are unfamiliar with this style of examination they may feel these questions indicate a lack of expertise, or "power", on the part of the doctor. Refugee patients may lose respect for the doctor, or be fearful that he does not know what he is doing. They also may not know what kind of information to provide because they have never been asked these questions before. Guidance with appropriate responses to such questions will be helpful to the refugee and the doctor.

2) Take samples of body fluid such as blood and urine for laboratory tests. Some refugees are frightened by the taking of blood as they do not realize the body quickly replaces this small amount.

3) Do a physical examination of the body which might require disrobing. The exam could include looking in the mouth, ears and eyes, checking pulse and heartbeat with instruments and touching parts of the body such as the stomach.

Treatment

Many Indochinese expect an injection when they go to a doctor and are very disappointed when this treatment is not prescribed. They need to understand that often the doctor will only prescribe pills, or perhaps rest or a change in diet.

Following the doctor's orders and returning for follow-up visits are also important elements of American medical care. Many refugees who have been used to self-treatment will take more medicine than instructed, or stop taking medicine and not tell the doctor. This lack of following the doctor's orders can greatly reduce the benefits of medical care and, in some cases, lead to harmful consequences. Some rural refugees have a very difficult time taking pills and understanding timed dosages, which are very common treatment styles in the U.S. They cannot read names and instructions on bottles and get different family members' pills mixed up. In addition to not curing the illness, this can be dangerous, especially for children.

They need to understand that many prescribed medicines are very strong and can be harmful if not used as the doctor instructed. If they do not understand how to take them, or forget, they should keep asking for clarification.

Surgery is also a new and frightening prospect for many refugees and it is generally more common in the U.S. than it is in Indochinese countries. If faced with this possibility, it is wise for refugees to consult a bilingual friend or resettlement worker who can help them understand the process and the need.

Emergencies

A medical emergency is any situation in which an individual needs immediate medical assistance. It can include such things as severe bleeding, a loss of consciousness, pain or a stoppage of breathing.

Emergency Medical Services. In each community the emergency medical services may be somewhat different. When refugees arrive in their new communities it is a good idea for them to ask their sponsor or resettlement worker to describe these services and how to use them. The most common services are:

> Hospital emergency rooms. Emergency rooms are usually open twenty-four hours a day. If the sick or injured person can walk, or if there is a car available and the hospital is not too far away, it is best in most cases to take them directly to the emergency room. Not all hospitals have an emergency room, so it is best to locate the closest emergency room before the need arises.
>
> Fire department paramedics. In some communities the local fire department has units of trained paramedics who will come to the home, administer emergency assistance and arrange to get the person to the hospital if needed. Although paramedics are not physicians, they have had extensive, specialized training in emergency medical care. Because they are able to get to the home or the scene of an accident quickly, they

have been able to save many lives which might have been lost. The fire department paramedic telephone number should be kept close to the telephone. They can be called any time of the day or night. When called they will need the name, address and type of problem such as "can't breathe". This is a public service and there is no charge.

Ambulances. Most communities have ambulance services. An ambulance is a vehicle which is equipped to transport a sick or injured person to the hospital as quickly as possible. Ambulance services are usually privately owned and charge a fee for their services. Ordinarily, the patient is billed after the service is provided. There are usually special telephone numbers for ambulance services which can also be called any time of the day or night. When called they will need the same information as the paramedics--the name, address and type of problem.

Poison control centers. In some areas there is a special telephone number to call if someone swallows something poisonous. If the substance or the container can be described, the Poison Control Center will give directions for what to do. This service will probably only be useful for those who speak English or have an English speaking friend close by.

First Aid--What to Do Until Help Arrives. First aid has been defined as the immediate care given to a person who has been injured or suddenly taken ill. Knowing what to do at the scene of an accident or injury may mean the difference between life or death for the victim. Care that is given incorrectly however, may cause more harm than good.

The American National Red Cross is perhaps the most well-known source for first aid training. Most larger towns and urban areas have Red Cross offices which provide a variety of first aid training on a regular basis and at little cost. Some common courses are: Standard First Aid, Advanced First Aid, and Cardiapulmonary Resuscitation (CPR--techniques recommended for use in cases of cardiac arrest). The local telephone directory will usually provide the telephone number and address of the nearest Red Cross office.

Systems of Payment

Health Insurance. Almost all working Americans and their families are covered by some kind of health insurance. People make a monthly payment to the insurance company for themselves and each member of their family. The insurance company then will pay either part or all of the medical expenses incurred by a family.

There are two kinds of insurance policies--group and individual. A group insurance policy is the kind an organization or a company purchases for their members or employees. The rates are usually cheaper than individual policies. It is common for an employer to pay the employees' share and allow the employees to purchase coverage for their families at the reduced rates. The first job a refugee gets may not include medical insurance benefits. If it is a low-paying job, the refugee will probably be eligible for Medicaid. An individual policy is one an individual purchases directly from an insurance company. These policies can either be for insurance which covers only an individual, or for all members of an individual's family.

It is important to note that most insurance policies only pay part of the medical expenses. The individual is sometimes expected to pay the first fifty or one hundred dollars each year of incurred medical costs and a percentage of the remainder of these costs. Policies vary in this respect depending upon the cost of the policy. Medical care can be very expensive in the U.S. Medical insurance is a protection against cumbersome debts that can keep a family from enjoying financial security in the U.S.

Medicaid. Almost all refugees are eligible for Medicaid when they arrive in the U.S. Medicaid is a medical assistance payment program funded by the Federal government and administered by the local county or city welfare department. Even though most refugees are eligible when they arrive, it is necessary for them to apply for the program at their local office. Eligibility for Medicaid is based on an individual's income and other financial resources. Medicaid covers payment for most medical services including visits to a doctor, hospital costs, and the purchase of medicines. Sometimes, however, the choices of where one can get service is limited, as not all facilities accept Medicaid as payment for their services. It can take from one to three months after the application is made before the refugee is issued a Medicaid card. This card is used by the refugee as proof that any medical services will be paid for by the government. Public Health or community clinics will usually accept proof that a person has applied for assistance in place of the actual card. Most private doctors however, will not treat a patient without a Medicaid card, proof of insurance coverage or cash.

Just like any other form of public assistance, Medicaid is considered temporary assistance provided by the government until the refugees can obtain their own medical insurance or pay their own medical bills. As health insruance is unknown to many refugees, and their first experience with medical services in the U.S. is free, they might tend to see the government as the continuing provider of free health care. It should be pointed out that this is not the case. The cost of health care is often a significant expense for Americans. The obtaining and use of family health insurance should be explained and encouraged as a part of becoming self-sufficient. The use of available government supported medical services in the early months of resettlement should not be discouraged, however, as early diagnosis and treatment of any medical problems increase their chance of getting a job quickly. It could also prevent the loss of a newly acquired job due to illness or repeated medical appointments and more serious illnesses and costly services later on.

Cash. Of course, it is always possible to pay for any medical service with cash. Some doctors and clinics require that a person pay for services in cash even when they are covered by insurance. The person then submits a "claim" or a bill to the insurance company who reimburses him for all or part of the costs.

Dental Insurance. Dental care is seldom covered under medical insurance policies. It is usually necessary to purchase a separate insurance policy to receive assistance with dental bills. Some employers offer dental insurance as an employment benefit, though it is not as common as medical insurance.

PART THREE: PREVENTION--STAYING HEALTHY

Introduction

When Americans become ill there is sometimes a general feeling that they have neglected to take the steps that could have avoided the disease or illness. It is common to be asked in America when you are ill, "Why didn't you take care of yourself?" This basic assumption of personal responsibility may not be felt by most Indochinese to the degree that it is by Americans. Some Indochinese may believe, that they are the innocent victims of fate or evil spirits, and will expect a great deal of support and nurturing from their families while they are recuperating. But most Americans believe that germs, rather than evil spirits or bad deeds, cause illness. Consequently, cleanliness as a means of preventing disease is valued very highly by most Americans.

Sanitation and Cleanliness

Public Hygiene. Most Americans strongly disapprove of anyone spitting, blowing their nose without a handkerchief, and urinating or defecating in public areas. Americans believe that body wastes have germs that can spread diseases to other members of the community. It is important to teach children of these cultural restrictions. Throwing trash or food in the streets is also considered unclean. In some areas, all or some of the above acts are illegal and carry penalties.

Household Hygiene. Most Americans believe that keeping the house clean helps keep their families healthy, but more importantly, a clean house reflects the general American regard for cleanliness. Some important points about keeping the house clean and free of germs include:

> Keep the kitchen clean. All food should be wrapped tightly and stored in the refrigerator or cabinets. Trash should be placed in a closed trash can. Food left unwrapped attracts insects and animals such as cockroaches and mice which may carry diseases. The counters or surfaces used to prepared food should be kept clean.
>
> Keep the bathroom clean. The toilet should be flushed after every use and cleaned at least once a week with strong soap. Other bathroom surfaces, such as the sink where people brush their teeth, should also be washed regularly.
>
> Remove garbage from the house each day in order to avoid bad odors and prevent attracting animals and insects.

Vacuum carpets and rugs at least once a week.

Personal Hygiene. Americans, generally, are offended by body odors and unkempt clothes and hair. Some general rules regarding standards of personal cleanliness might include frequent bathing (even during cold weather), wearing clean clothes everyday, and brushing the teeth at least twice a day. Being aware of this general American concern about personal hygiene is especially important for those going to work or to school.

Feminine Hygiene. For some refugees the use of sanitary napkins during their menstrual period will be a new experience. It is important that all women refugees understand the use of sanitary napkins and the importance that Americans place on this form of personal hygiene in order to avoid possible embarassment to themselves, as well as to others.

The points that should be covered are:

- What sanitary napkins are, and what they look like.
- How they are used.
- Where they can be obtained or purchased. (On airplanes they are free, or they can be purchased at a grocery store or drugstore.)
- What the package looks like.
- How to avoid odor. (Change napkins several times a day and bathe daily.)
- How to dispose of soiled napkins, (Wrap in paper and put in trash - *not in the toilet.)*

It is also important that refugee women be encouraged and supported in their role of teacher in providing guidance to their daughters who are entering puberty and will need the same information.

Infant Hygiene. The introduction of diapers to baby care is not the healthiest thing for babies and may not make much sense to some refugees. It is, however, a social necessity for the lifestyle shared by most people in America. Diapers protect carpets and upholstered furniture not only in one's own home, but in public places and in the homes of others as well. Not using diapers may cause some problems. Landlords, for example,have complained to some resettlement agencies about refugee families who do not diaper their children, causing damage to carpets and furniture and unpleasant odors. The improper use of diapers also creates health problems, such as diaper rash. It is important that refugees know not only how to use diapers, but how to care for diapered babies in order to avoid possible health risks. Discussions about diapering should include:

- exposure of the baby's skin to urine and feces can cause infection and sores and make the baby sick.
- the diapers should be changed often to keep the baby dry.
- the diapered area should be cleaned with warm water each time the diaper is changed, and dusted lightly with powder or cornstarch to absorb moisture.
- cloth diapers are less expensive than paper diapers; however they need special care in cleaning. They should be washed every day in hot water with mild soap. When rinsing soiled diapers in the toilet, care should be taken to prevent the diaper from being flushed down the toilet and blocking the plumbing.
- paper diapers can be more expensive, but may be healthier for the baby. They keep the baby drier and are thrown away after each use. *They should not be flushed down the toilet.*
- if the baby's bottom gets red and sore, an appointment should be made with the doctor.

Food and Nutrition

Eating "good" food and exercising regularly is considered one of the most important elements to preventive health care. Most Asian diets and lifestyles, as they existed in normal times in the refugees' own countries, are considered very healthy. Resettlement has created two basic difficulties:

1) Many refugees who have developed malnutrition related diseases in times of hardship and shortages may need special or supplementary food to restore their health.

2) The availability of some kinds of fresh fruits and vegetables in the U.S. may be limited and expensive due to the seasonal climate. Also a lifestyle which includes a great deal of outdoor activity may be less common in America. Many refugees with little formal

knowledge of nutrition may have a difficult time making appropriate substitutions in their diet. With the availability of many sugar-based products in the U.S. there is a danger of substituting "junk food" for a significant portion of the daily calorie intake. This is especially true for children. There have been stories of mothers substituting cola for milk in the baby's bottle not realizing that it was not "food". Refugees need to be encouraged to maintain their normal diet with substitutions of canned and frozen fruits and vegetables, when necessary and to be cautious of the use of "junk food" in the children's diet.

Immunizations

Modern medicine has developed vaccines to prevent many diseases which have caused suffering, crippling and death. Most people in the U.S. are protected by immunizations which they received while growing up. All refugees will get the beginning of a series of protective treatments or shots before they enter the U.S. It will be necessary for them to continue the treatments after they arrive. Children with incomplete immunizations can be denied entry to school.

Family Planning

The practice of birth control is optional in the U.S. Abortion is legal; however, the cost of abortion is not covered by Medicaid in most states. Services to explain the different methods of birth control are offered free at Public Health and family planning clinics. Birth control will probably be discussed with most refugee families at some point in the resettlement process. In fact, public welfare agencies are required to offer family planning service to everyone who applies for public assistance--including Medicaid.

Having a large family may have been a cultural and economic advantage for many refugees in their own countries. The lifestyle and economic circumstances in the U.S., however, sometimes create hardships for large families that may be difficult for refugees to anticipate. For instance, housing is very expensive in the U.S., and the larger the family the greater the expenses. The cost of medical care, food and clothing for a large family may also be greater than most refugees anticipate. Apartment living as opposed to rural life can also put a strain on family relationships when the children must stay indoors and amuse themselves for long periods of time.

Prenatal and Postnatal Care

The "Infant Mortality Rate" statistics are one indicator used in measuring the general health of a community in the U.S. In order to make sure all babies are born healthy and survive their first vulnerable year of life, there is an emphasis on the well-being and care of the pregnant mother and new born baby. A pregnant mother is expected to see a doctor regularly during her pregnancy with follow-up care for herself and her baby. Many Public Health clinics provide this service to low-income families. It is not unusual for a Public Health nurse to visit a refugee family during this time to discuss such things as the proper diet for mother and baby, and the general care of the new-born.

Home Nursing and Accident Prevention

There are two very basic home nursing skills with which some refugees may be unfamiliar, and which are especially important for parents of small children to know. The first of these is an understanding of body temperature and the use of a fever thermometer. Small children and infants often have high fevers and can become very ill quickly. If a doctor's office is called when a child is ill, the doctor will always want to know the child's temperature in order to determine the seriousness of the illness. The second skill concerns the cleaning and care of small wounds to prevent infection. Cleaning small wounds with soap and water and covering them with a Band-Aid, prevents more serious infections from developing.

Children will also be exposed to new dangers in and around an American home. The risk of a child being poisoned by swallowing American cleaning products is especially great if the parents are unaware of the danger. Cleaning products often come in containers that look very much like food containers. The chemicals in cleaning products can kill or cause permanent damage to the mouth and internal organs if swallowed. *All cleaning products should be stored well out of the reach of curious children. Parents should be alerted that they should get medical help immediately if a child (or an adult) swallows any of these things.*

Dressing for a New Climate

Another way of preventing illness is to dress warmly in a cold climate. In addition to wearing a warm coat, all children and adults should have head, ears, hands and feet well covered in cold weather. Heavy, closed shoes and socks may be a new but very important addition to the refugees normal clothing. In some areas of the country it is warm in the daytime, but becomes cold at night. There are also areas where it is cold when it rains, requiring raincoats and boots to prevent getting chilled. Children who are unprepared with the proper protective clothing for the journey back and forth to school can become ill quickly after their arrival in the U.S. It is best for the refugees to ask the sponsor or resettlement worker what kind of clothing the children will need for the climate in their community.

PART FOUR: SOCIAL ADJUSTMENT--CULTURE SHOCK

Many refugees believe their struggle for survival will end when they finally arrive in America, that they will be safe, free and no longer hungry. This is probably true. However, for many of them new struggles with other problems that are not so easily anticipated will begin. It has been estimated that as many as sixty percent of the refugees may suffer symptoms of depression by the end of their first year in the U.S. Depression is one symptom of a phenomenon know as "Culture Shock".

Culture Shock

Culture shock is an emotional reaction most people have when they begin to live in a culture different from their own. It is caused by such things as uncertainty, never knowing just what to do or expect in everyday situations, the loss of familiar things and people, and a lack of support for or acceptance of their basic values. Many people become homesick, withdrawn, depressed, frustrated and, sometimes, angry or bored. Refugees need to know that culture shock is a very common and normal reaction to beginning a new life in a new country. Adjustment to a new culture is difficult, stressful and painful for most people.

See Appendix 5, CULTURE SHOCK, p. 365

Customary ways of coping with stress and problems may not be available, or successful, in America. Refugees may need to learn new ways to meet their emotional needs in order to achieve harmony within their new lives. The informal networks of support which provide both emotional and material support to people in most cultures are family and kinship networks, neighborhoods and villages, work and professional associations, religious affiliations, and recreational and fraternal organizations. Refugees can expect changes in all of these relationships.

Refugee Adjustment Problems

Role changes in refugee families probably create the greatest amount of stress and disruption in the natural support system. There may be changes in such things as who has the wisdom and always knows the right things to do, who takes care of the children, who earns the living, who mediates between individuals and institutions of power. The kind of family problems most often reported are:

Marital Conflict. There are several reasons for the stress placed on refugee marriages in America. The wife often has to (or chooses to) work to contribute to the family's support. The husband may have had to accept a much lower status job than he previously enjoyed and may feel a loss of self-esteem. He is often expected to share in the household chores. In the case of rural, uneducated families, the wife often learns

English more slowly than her husband and has little contact with the community outside the family. This places a great deal of responsibility on the husband. He often has to assume greater participation in the children's education and medical care in addition to all financial matters sometimes including shopping. The women can, consequently, lose a major part of her role in caring for her family. The resulting distress has in some cases led to spouse abuse, marital separation and depression.

Generational Conflict. The elderly refugees seldom learn English and have limited contact with the community. Their adult children no longer consult them for major family decisions. The family is too busy with their new life to give them the time and respect they are accustomed to. They become lonely and isolated. Serious "in-law problems" are not uncommon in refugee families.

The children learn English quickly and begin active participation in American life more readily than their parents. Because of their skill in English, they often become the mediator between their parents and institutions of power such as welfare and resettlement agencies. Through school they also have greater exposure to American values which are often in conflict with parental values. The parents are sometimes unaware of the many new experiences to which their children are exposed and are unable to provide guidance. Parents often begin feeling a loss of power and control over their children. Child abuse and teenage runaways sometimes result.

Rebuilding the Support System

During the period of adjustment, which often has its most serious effects after the first year, refugees should not judge themselves or their families too harshly for what might appear to be failures or bad behavior. Patience and understanding will be important for everyone. Because of the great stress that is put on the family it is important that people have other outlets through which to express their frustrations and concerns. The kinds of support that can be helpful are:

- making new friends with other refugees who may be able to give advice on practical matters.
- joining or participating in a mutual assitance association where guidance is available and where there are opportunities to be active and helpful to others.

- learning English and making friends with Americans in order to learn as much about the new culture as possible.
- establishing ties in the new community through their own religious organization. If one is not available, attempting to get together with other refugees who share their faith in order to establish such an organization.
- planning and attending social or religious activities on important ethnic holidays.
- consulting Indochinese social adjustment counselors. (In some areas of the U.S., Indochinese staff who have been trained for advising on social adjustment problems of refugees are available for guidance.)

The refugees who seem to have the most difficult time are those who expect too much, too soon after arrival. They often feel disappointed, angry, cheated and sad because their sponsor does not help as much as they through; or their job does not pay as much as they expected; or perhaps because their first living arrangements are not as good as other refugees, many of whom have been in the U.S. for several years. In most cases all these things get better with hard work, patience and time. As difficult and confusing as it seems at first, most of the frustration and anxiety eventually clears up and life goes on.

PART FIVE: MEDICAL EVENTS--WHAT TO EXPECT FROM CAMP TO COMMUNITY

Departure

Before departing for the U.S., all refugees will go through a physical examination which includes:

- chest X-ray to identify signs of TB. This is done for everyone over the age of fifteen.
- immunization shots for diptheria, typhoid and whooping cough. Children will also get shots for measles, and mumps as well as oral polio vaccine.
- a visual examination of the body which requires the removal of all clothing.
- a blood test for syphilis for everyone over fifteen years of age. A small amount of blood is taken from the arm with a syringe.
- women who are over eight months pregnant are not permitted to leave until after the baby is born.
- just before boarding the plane medical personnel will check to see if anyone is too ill to travel.
- results of tests and records of immunizations will be given to the refugee in addition to being sent to the local Public Health office in the community of resettlement.

Port of Entry

Ninety-six percent of all refugees arrive at a major port of entry in Hawaii, California or Washington. They will have their medical records reviewed by the U.S. Public Health Service. If anyone is ill, arrangements will be made for treatment.

Arrival in American Community

A few days after arrival, contact should be made with the local public health office for continuation of immunization and follow-up treatment for TB and other contagious diseases, if needed. It is very important that refugees safeguard their copy of medical records for each members of the family. Without proof of immunizations they may have to be repeated. The immunization records are also needed in order to enroll children in schools. In some communities, refugees will go through a complete health screening examination soon after they arrive.

Appendix 2, p.349 describes an ideal screening program

The type of services provided by the screening clinic will differ in every community. Resettlement workers or sponsors often arrange an appointment for the family and assist them through the process. These screening clinics usually have staff who speak Indochinese languages. The screening could include a thorough check-up for all members of the family and referrals to the appropriate medical service. This comprehensive service is rare however. More common in screening for communicable diseases, follow-up treatment for TB, and a continuation of inoculations begun in the camps.

Communicable Disease & Community Reaction

Some of the more common communicable diseases for which refugees are being treated will require on going treatment once the refugees have arrived in the U.S. In some American communities there have been fears that these diseases carried by arriving refugees will spread. American doctors and public health professionals have responded reassuringly that refugee health problems are not a threat to other people in the community. Nevertheless, if these diseases go untreated, the affected person and other members of his or her family are needlessly endangering their health. The following contagious diseases are common in newly arrived refugees.

Tuberculosis. The services for follow-up care of TB are free and readily available at Public Health clinics. Many refugees who feel well and have no sumptoms may be asked to take medication and see the doctor regularly for as long as a year in or order to prevent a reoccurrence of the disease.

FOCUS ON TB

All refugees whose TB test results in the camp indicate active or inactive TB must contact the local Public Health office within 7 days of their arrival in their new community. It is appropriate to ask the sponsor or resettlement worker to assist with the first appointment. The TB test results from the camp are sent to the local health officials who will have the names and addresses of these refugees. If medication is prescribed and additional appointments are scheduled it is very important that these instructions be followed exactly. Refugee should be encouraged to request and pursue treatment for TB. Failure to follow through with treatment could affect job possibilities as well as their own and their families' health. It should be noted that requirements for the treatment of TB are the same for all people in America, not just refugees.

Lice, Scabies, Impetigo. Parasites and skin diseases are very contagious, but relatively easy to cure. Children who have head lice, scabies or impetigo may be sent home from school and not be allowed to attend until they are cured. The family can avoid possible embarassment to the children if the problems are treated immediately after arrival. Much of the treatment for these diseases must be administered at home and to the whole family. It is important that the parents follow the doctor's or public health nurse's instructions carefully.

Intestinal Parasites. Some refugees arrive in the U.S. with as many as ten or more different kinds of internal parasites. Many refugees suffer from anemia as a result, which lowers their resistance to other diseases in addition to making them weak and tired. In areas where a complete health check is included in the refugee screening program, parasites are usually identified through a stool (feces) sample and treated. When this service is not available, it is good idea for refugees to request that their sponsors or resettlement workers help them obtain diagnosis and treatment from a doctor.

Appendix 1

THE INDOCHINESE REFUGEES AS PATIENTS

Tran Minh Tung, M.D.

In the early days of the resettle-program, a common concern among the Indochinese refugees was whether they would find physicians who could speak their language and understand their problems. Five years later, only a few have actually received care from the handful of Indochinese physicians licensed to practice in this country. The majority have had to be content with what was available at the time of their illness, namely a non-Indochinese health professional with whom they rarely felt they had full communication.

Most patients have had only praise for their doctors and all have felt grateful for the services provided. Yet, as one refugee put it nostalgically, "That was not quite it, and it is not like when we were back home." There was no reproach, only regret and longing for something important which was missing. East is East and West is West, and though the refugee or his interpreter has put forth his best English, he is never sure that the American doctor has really grasped what he has tried to say or that the doctor will give him all that he needs.

For the American practitioner, the anxiety may be less, but certainly not the frustration. In these situations, it is usual to feel uncomfortable, often annoyed and angry. And this makes the bed for an uneasy relationship and poor medicine.

This paper is intended to contribute to the improvement of the process of communication between patients and health care personnel by describing the experience of the Indochinese as patients in their home country and in the U.S. I will present Indochinese concepts of health and disease, their views of medicine and medical practitioners, their experience with medical practice back home, and how all this affects their dealings with the American medical system.

The description focuses on the Vietnamese population, largest and best known of the different groups of Indochinese in the U.S. Most of what will be said, however, is generally applicable to the Cambodian, Lao, Hmong, or ethnic Chinese refugees. There are differences between these groups. But these, in my opinion, are less important than the similarities which stem from having lived in the same general geographic area, under similar socio-economic circumstances, and exposed to similar health conditions. The individual's level of sophistication and familiarity with Western ideology and technology--rather than his cultural biases--will determine his medical behavior: a Western-educated urban-dwelling Lao or Cambodian will be closer to his Vietnamese counterpart than to a poor, rural dwelling compatriot with less exposure to Western medicine.

TRADITIONAL VIEWS OF MEDICINE

As in other facets of human life, an individual's approach to health care is the result of learning derived from actual experience or transmitted from the past, by tradition. The Vietnamese, strongly oriented in the past, unquestioningly hold to many ideas and practices handled down from generation to generation. Yet, as pragmatists who recognize a good thing when they see it, they would also be eager to adopt and use newly imported notions and techniques which proved to be advantageous and effective. The medical scene in Vietnam, therefore, presents a composite picture of multiple, parallel medical systems from which the patients pick freely (and rather indiscriminately at times), combining folk-medicine practices coming from their cultural heritage with the latest medical procedures coming from the West (Tung, 1972b; Republic of Vietnam, 1970).

Such an accommodating attitude can be seen first of all in the way Vietnamese people conceptualize the cause of their diseases. Pragmatism being the basic stance, the first movement will be to search for a "natural" explanation, that is, an immediately visible cause of the symptoms, such as rotton food which would cause an upset stomach. As the direct offshoot of this empirical approach, there exists an informal body of knowledge about medicinal herbs, special diets, and simple medical or hygenic measures based on experience, transmitted by oral tradition, preserved as family remedies. This true folk medicine, properly indigenous, is often referred to as southern medicine, in contrast to northern medicine which is more scholarly and esoteric and derived from a Chinese model that will be described below (Huard and Wong, 1968).

A second line of explanation is that disease is the manifestation of supernatural powers--gods, demons, spirits. The punishment, illness, has come about after a fault, a violation of religious or ethical codes, or simply an accident which has caused displeasure to some deity. It could also be due to malevolence, the result of black magic and the dark machination of an enemy who has bought the services of a sorcerer.

Animistic explanations are much less often evoked nowadays as people are more conversant with the natural sciences. They still lurk in many minds, however, and will be readily revived when the symptoms are unusual, obscure, or bizarre and no evident causal element can be incriminated, as in the case of mental disorders. The remedy in these instances is no longer within the realm of medicine, but lies in the use of charms, amulets, and expiatory or exorcism ceremonies to be performed by the bonzes (Buddhist priests) or sorcerers (Westermeyer and Winthrop, 1979).

The third system of explanation, also the most unique, is more specific to those cultures of East Asia which are under the influence of China (Kleinman, et al., 1975). It combines naturalistic observations with philosophical considerations to build medicine into a metaphysical construct. From this perspective, health is but a facet of life in the universe which functions within a unified, comprehensive scheme. In tune with nature, the human body operates with a delicate balance between two basic opposite elements: Am (Yin) and Duong (Yang), or Male and Female, or Light and Darkness.

In medicine, the two poles become Hot and Cold, and health is the perfect equilibrium of hot and cold elements which results from the harmonious functioning of the viscera. Any excess in either direction leading to disequilibrium means a deranged physiology, discomfort, and illness. Certain diseases, for example, are said to be due to an excess of the cold element, such as diarrhea, attributed to a cold stomach. Others are ascribed to an imbalance toward the hot pole, such as pimples or pustules that come from too much hot element which then erupts through the skin.

The golden rule in medicine, then, consists in juggling the hot and cold qualities of drugs, foods, and other natural elements to fit the hot and cold status of the body organs in order to retain or regain the vital balance.

Among foods, most vegetables are cold; spices, sweets, and candies are hot. Most fruits are cold, but tangerines are hot. Tea is cold, while coffee is hot. Ice is hot, not cold, which explains the restraint put on its use in case of fever. Drugs and medicinal herbs are also carefully classified according to their properties along a scale of hot and cold effects. As a rule, Western medicines are all hot, and herb medicines, in general, possess more cooling properties.

Somewhat related to the above, the Vietnamese go about explaining their ailments with another distinctive theory of body humors. The principal protagonist of these humors is named gio or phong meaning wind, and it serves to indicate either the causal factor or an extremely acute disease or a pathological condition characterized by a skin eruption. A stroke or seizure is due to the wind, but so is a common cold. Hives and leprosy are also varieties of phong. Certain foods, especially certain meats, are said to carry phong effect and, as such, are looked upon with suspicion. Beef has this reputation, and buffalo meat is worse--as bad as certain seafoods--while pork and chicken are considered benign.

PHYSICIANS AND MEDICINE

In such a context, where an illness is thought to stem from the complex interaction of multiple factors, medicine also becomes multi-dimensional. It involves a body of empirical knowledge, combined with mystical beliefs and metaphysical postulates. The physician is cast in the role of a man of science, a depository of wisdom, at the same time that he is endowed with extraordinary, if not magical, powers. To the patient, it may seem that the doctor arrives at his diagnosis after threading his way through the mysterious paths of a system known only to himself and his disciples. The patient need not tell him the symptoms that caused him to come in, as the doctor should be able to identify the problem right away, at first sight. A physical examination is not necessary; only a delicate touch of the pulse at the wrist will tell it all. As a remnant of this tradition, one still sometimes witnesses a patient's reluctance to detailed history-taking and an occational provocative reply: "Why do you have to ask? You are a doctor, you should be able to tell me what I have." There exists also a resistance disrobing, which the patient will prefer to do in small steps, one article of clothing of a time.

The ingredients used in the treatment also contribute to this mystical atmosphere; the rarer or more extravagant or exotic they are, the more power they are reputed to have. Extraordinary cures for the most severe illnesses are expected from the use of monkey's brain, tiger's bones, horns of a rhinoceros, goat's testes, or bear's gall bladder.

The man-in-the-street's answer to minor ailments is somewhat simpler, but still in line with the traditional concept of disease. For example, most Asians never fail to keep in their medicine cabinet, or carry in their purse a vial of some oil or ointment, the names of which are household by words: Nhi Thien Duong, Tiger's Balm, Burma's Cula. The cure-all, with a menthol and eucalyptus base, can be rubbed under the nose, on the temples, on the belly, or even taken by mouth. It is said to help combat a cold, to calm indigestion, and generally to deter any kind of phong malady. The popularity of this Asian version of snake oil has not decreased at all among Indochinese in the U.S. and the Asian food stores here do a good business selling different brands of these nostrums.

Responses to Surgery. As medicine mainly deals with invisible fluids and immaterial elements, Indochinese feel there is rarely call for invasive techniques or surgery. Even lesions are expected to heal as the result of an adjustment of the body's internal economy, not by manual intervention. Hence, there is a great resistance to any suggestion of surgery, accompanied by a great fear of mutilation.

The closest a Vietnamese would come to a manual medical procedure is through "rubbing out the wind", (cao gio), the rationale of which resides with the phong theory. The procedure consists of a forceful and insistent rubbing of specific areas of the forehead, the root of the nose, the neck, chest, and back, either with the fingers or with a coin. The maneuver is said to be successful when it leaves a dark bruise on the skin. This intrigues or alarms an uninformed observer, to the point that he will raise the question of possible trauma or poisoning (Yeatman, et al., 1976). The cure is reputed to operate by uncovering the phong which has caused the cold, shivering, fever, or stroke.

The Physician. By virtue of his special attributes---commanding life and death, and masterminding the operation of mysterious forces in the universe---the physician commands veneration and demands absolute obedience. His pronouncements are definitive, and his decisions are not to be ignored. Many physicians might delight in wielding such authority and would have little motivation to change the situation or to foster more independence in their patients.

Further, Indochinese patients often relish the easy role of passive recipients of miraculous gifts and enjoy carrying no responsibility for their treatment. In fact, in an Asian culture, being sick is about the only time when an adult, especially a male, is allowed such a complete dependency and can expect the most devoted attention and sacrifices from his family while he relinquishes all responsibilities toward himself and others. By all standards, it represents so great a deviation from any normal social role that the individual will feel obligated in all likelihood to endure discomfort and to retain his composure for as long as possible and only give in when the pain or physical disability has become too great to be ignored. Stoicism, highly valued as a strength of character, cuts down complaints and the groaning and moaning from patients and means that they will be exceptionally "good" (compliant) patients. Oftentimes, however it also keeps Indochinese patients from attending to their discomfort and delays their call for help so that when diseases are discovered, they are often in an advances stage.

WESTERN MEDICINE AND MEDICAL PRACTICE

The legacy form the past is still very much alive in most Vietnamese minds and quite influential in shaping certain aspects of their medical behavior. As a system of medicine, however, the use of traditional cures has markedly declined since the advent of another brand of medicine which came from the West in the wake of the French colonial regime.

Modern medicine has made some inroads in health practices through the education of the population. For most Indochinese, however, practicality and the lessons of experience have been more powerful agents of change. And indeed, what many have experienced has been impressive---Western medicine bringing almost instant, spectacular relief to diseases for which traditional medicine was of little of no help. For a population plagued by diseases resulting from poverty, ignorance, and substandard living conditions, chemotherapy, antibiotherapy, and vitaminotherapy have truly performed wonders and completely changed the outlook of the healing arts. Modern drugs have provided miraculous cures for the innumerable microbial infections, parasitic infestations, and nutritional deficiencies which constitute the staple of medical practice in a developing country. And more importantly, the feat is accomplished repeatedly, inexpensively, and, so it appears, quite simply and effortlessly. In the last three decades, therefore, the Vietnamese people, even the less educated among them, have discarded most of their qualms about embracing a system which, in many respects, departs substantially from their traditional views of medicine. Such acceptance has come as a result of a real appreciation of the effectiveness of Western medicine. The basis of effectiveness, however, is sometimes perceived in quite and improbably manner. For example, the admiration may be less for medicine than for medicines and medical gadgets, less for the new scientific ideology than for the novel paraphernalia--capsules, ampules hypodermic syringes--especially since World War II. The populace has eagerly accepted the latest medical inventions coming from the West, but at the same time has made agonizingly slow progress in changing its lifestyle to be more compatible with the modern techniques of hygiene and preventive medicine.

A further distortion occurs when the use of medicines becomes equated with symptom relief and recovery. Given the often-witnessed sequence of illness - medication - remission, the conclusion would be almost inescapable that no cure could ever come about unless one was given some medicine, or better, many medicines. Hence, the constant expectation of the Vietnamese is to be medicated when they are ill. And if they go to a doctor, the insistence is even more strenuous on obtaining a prescription for medication, more medicines, "stronger" medicines. The emphasis, in particular, is on getting something "better," i.e., different from what they took before they came to the doctor, because, as a rule, they would have prescribed for themselves some medication when the symptom first appeared.

Indeed, the practice of self-medication is another major feature of the popular medical behavior in Vietnam. Here again, one sees pragmatism in action. Self-medication first started as an expedient, almost a necessity for people who could not afford the trouble, time, and money to procure proper medical care from qualified health personnel. The expedient, however, soon became a reasonable and acceptable way of dealing with health problems, thanks to the modern drugs, which were readily available, relatively inexpensive, convenient and easy to use, and, above all, eminently efficacious. As a result, fewer patients reached the doctor's office of the hospital. When they did, their pathology would probably be more severe and the clinical picture more muddied than warranted by the original distress.

In practice, therefore, most patients go through all or part of step-wise process which includes self-medication as the first stage, followed by a visit to an auxiliary health worker--nurse, midwife, or paramedic; next there is consultation with a doctor, and finally the hospital as the last resort.

The progression is complicated, of course, by the fact that Vietnamese patients can choose among a variety of medical routes; traditional, magical, or scientific. Western medicine is often the first choice for practical reasons. Traditional medicine may be preferred for certain diseases, such as menstrual disorders or phong maladies. Magical or religious healing is generally in order for psychoses or protracted, wasting-type diseases. As a rule, however, no option is completely ruled out, and the Vietnamese patient may go back and forth, sampling a bit of everything or combining all the different brands of medicine, just to make sure that he does not miss any bet.

There is one reservation which prevents Indochinese adherence to Western medicine form being complete. This is a popular notion, shared even by the better educated portion of the population, that a drug or preparation originating from the West may not be suitable for people with a different body build or a more delicate constitution. Western medicines are powerful and effective, but their action can be crude and indiscriminate, perhaps not quite appropriate to the fine-tuning necessary for an Oriental patient.

The Vietnamese Patient and American Medicine. This, in essence, is the concern most frequently expressed by the refugees coming in contact with American medicine--it may do them harm because of its very potency, and its potency may somehow be misguided. The implication is that the American approach to medicine is aggressive, mechanistic, and one may even say, not too artful. The Vietnamese patients admire machines and instruments used in support of medicine, they marvel at the thoroughness of medical work-up and they stand in awe before the myriad to tests and procedures. They are impressed and they are scared. And they are disturbed by the fleeting thought that maybe their doctor is groping in the dark, since he is not familiar with their background, lifestyle, and pathology.

The core of Vietnamese patients' apprehension, then, and the view which most strongly affects their relationship with American health practitioners is their uncertainty that the American doctor could ever have real mastery over their disease, because they are different.

The doubt is rarely expressed, but frequently manifests itself at the moment of truth--when the patient has to carry out treatment prescribed by the American doctor.

Then, it is a rare Indochinese patient who will not stall, procrastinate, and bicker about the medicine, its strength, its dosage, or even the fact that it should be taken at all. Ultimately, he may take it upon himself to reduce the amount of medicine, or cut short the length of the treatment, independently of whether he feels better or not. Even if he abides by his doctor's orders, it is always with much soul searching, for constant is his fear that "My doctor may not have remembered that I am not American, and what he prescribed seems to be more than enough to kill a horse or a buffalo."

It is unlikely that health personnel ever hear direct or insistent queries on such issues during or after the consultation, when the patient is handed his prescription. Questions and resistance will come later, always in a covert fashion. And the changes in the therapeutic regimen will be often surreptitious, not because of duplicity, but in order to save face for both parties and not to hurt anybody's feelings.

Indochinese reserve also makes these patients suffer from another handicap --that of not being able to understand or to communicate. The patient has a thousand quetions in mind and dares not ask them. Even if he does--and nurses and doctors are generally willing to talk--what the latter describe in their answers evokes no image and makes little sense to him. He misses the familiar signposts which could help to situate the problem: a phong malady, a cold condition. These barriers to communication create frustration, reinforce anxiety, and soon enough foster a sense of helplessness and despair. This despair is reinforced by another fear: that of being deserted by those he counted upon the most, namely his family. "back home," the family in its extended form would have provided essential support when one was ill (Tung 1972a). But to many refugees, this does not seem as available as it used to be. Now, in exile, the family hardly has time to accompany him to the doctor, even less time to nurse him or take care of him at home. And if he is hospitalized, he fears he will be left alone with his pains, his anxiety, with nobody to turn to for comfort or to share his anguish.

The Good Patient. American health service professionals may remark that the patients they have met rarely look desperate or depressed, that they seem reasonably content, even cheerful, often smiling, seldom complaining or demanding. This is precisely the point: the "good patient look" is what the culture demands. In addition, in Indochinese cases, denial and avoidance also play their role to cover up and defend against enxiety.

It has been observed that the use of medical services by refugees in the U.S. has been generally modest and definitely less than predicted, this despite a culturally determined tendency to use physical complaints to express psychological distress. This under-utilization may be the effect of the several responses--reluctance, stoicism, anxiety--of Indochinese to American medicine and health services. It also demonstrates the pre-eminence of good communication in delivery of any service offered to the refugees (Silverman, 1977).

WHAT TO DO?

The question now is what to do. The first step, and absolutely necessary one, is to acknowledge that a problem exists between Indochinese patients and their American health service providers. The problem is grounded in cultural differences and communication difficulties.

A second step will be to look for ways to increase, facilitate, or simply establish communication. A bilingual/bicultural aide would be ideal to help bridge the gap, especially if he or she has some professional responsibility in addition to serving as an interpreter.

But even if only minimal bilingual support is available, thoughtfulness and a little preparation on the part of those working with Indochinese refugees can go a long way to foster trust and to reassure the patients about their transactions with the system. Simple orientation pamphlets in Indochinese languages, translations of the medical history questionnaire, or at least a bilingual dictionary may relieve some of the patient's fear of the unknown, ease his tension, and permit him to use better his own capacity for communicating.

Most important and better than any gimmick is what can be conveyed to the patient. Their feelings of inadequacy render them sensitive to the slightest hint that they are being lightly dismissed, or belittled, or ridiculed. The worst attitude would be commiseration and condescendence. A simple instance can serve as an example. An American doctor asked an interpreter to explain to his Vietnamese patient that he was writing a prescription for some "happy pills." The patient knew some English, understood the funny name, and was angered for being talked down to by the doctor. He exploded in anger when he found out the prescriptions was for Valium. Most Vietnamese know about tranquilizers and he would have easily understood if the name had been given in a forthright manner.

Cultural specificity aside, the problem is basically that of health service providers relating to a patient--to any patient, Asian or American--hearing him out, talking to him in such a manner as to be understood, while conveying to him respect and consideration. Technical jargon should be avoided, but without implying that the patient is backward or ignorant. It does help to know about the patient's cultural background, if only because it is reassuring to have some familiarity with the terrain. But even if one's knowledge about the Indochinese is quite sketchy, the best instruments to work with the patient is still the capacity for empathy--to feel in tune with his difficulties; for tolerance--to accept that he can be different; and for compassion--always to see a human being as worth attention and respect. On all accounts, what these patients wish to see is attention to their special needs, and reassurance in order to feel that their foreignness is not depriving them of what the helping profession is meant to give to all patients: humane, purposeful, and compassionate service.

NOTE

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Appendix 2

INDOCHINA MOVES TO MAIN STREET:

LITTLE REFUGEES WITH BIG NEEDS

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"Assessing these youngsters isn't easy.
Don't let odd bruises, low growth chart readings,
or poor developmental test results
lead you to sound a false alarm."

The Moua family's first contact with American health care was grueling for all concerned, especially the older children, who were rushed through screening and immunizations so they could quickly enroll in school. Bei, a 10-year-old girl, and her five-year-old brother Mai had to endure a seemingly endless round of blood, stool, and urine samples, examinations, tests, and injections. Tense and upset as they were from these unfamiliar procedures, they submitted with extraordinary impassivity commonly observed reaction among refugee youngsters.

The nurses involved wished they could reduce the stress by spreading the screening process out over a longer period of time. But identifying medical problems needing immediate attention and getting youngsters started in school had higher priority. So as the nurses screened for physical, nutritional, and developmental problems, they tried to lessen the tension through the use of interpreters, picture boards, and an improvised sign language. The details of the screening that follow will give you an idea of what you'll be up against--and how your understanding of cultural differnces can ease the process--when a refugee child shows up needing your help.

Through the use of every conceivable type of translating aid, the clinical staff managed to obtain a rudimentary family and health history. Members of the Hmong tribe of Laos, the Moua family had a rather harrowing history. The father had fought with the royal military of Laos until the government collapsed. He'd then led his family on an arduous trek through mountain jungles and across the Mekong River to a refugee camp in Thailand. They'd waited there for six months, until an inner-city church sponsored their immigration to the United States. During that time Mrs. Moua gave birth to a second son, now five months old. The family had recently

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settled in a multicultural city neighborhood and was receiving public assistance while the father looked for a job.

Mrs. Moua supplied most of this information and said her children had not experienced any serious health problems. Like many Indochinese women, she was apparently the chief health care giver for the family and possessed substantial knowledge of herbs and folk remedies. (As heads of their families, however, refugee fathers often bring children for clinic appointments and participate extensively in health care.)

Keep in mind that you can't assess refugee children apart from the family context, as Indochinese family ties are especially strong. In extended families, it's often helpful to identify members other than parents (grandparents, for example) who take an active part in child care and involve them in health care, too.

Upon examination, the Moua children proved to be fairly well nourished and free of serious disease. Mai did have an ear infection and both he and Bei required treatment for mild hookworm infestations.

Not all young refugees are so lucky. They're at risk for most of the same health problems as their elders: tuberculosis, intestinal parasites (especially hookworm), malaria, malnutrition, anemias, hepatitis, and dental and periodontal disease (see "Exotic diseases you're sure to see more of," RN, September). Make sure their physical exams include screening for these conditions, as well as for such commonly encountered ills as lice and scabies, upper respiratory infections, and otitis media.

Tuberculosis is the primary public health threat. Refugee camps screen everyone over 15 years old with chest X-rays, and many refugees receive BCG(bacillus of Calmette-Guerin)vaccinations against TB in Southeast Asia. But the Center for Disease Control recommends tuberculosis screening and preventive therapy for all refugee children entering community school systems. A child found to be infected should receive evaluation and follow up.

While doing your physical assessment, you may occasionally notice small bruises, small round ecchymoses, or burns on the trunks and extremities of Vietnamese children. Don't jump to conclusions about these marks: Rather than being signs of child abuse, they may merely indicate that the parents are treating the child with home remedies. Such marks often result from the folk healing practice of Cao Gao. Dermabrasion, pinching, suction with small tubes or hot cups, and rubbing the skin with a coin dipped in hot oil are common practices.[1,2] A related folk remedy, reported among Cambodian refugees, involves moxibustion, or cauterization by burning a soft substance called moxa on the skin. Moxibustion generally produces tiny craters about 1 cm in diameter.[3]

ASSESSING NUTRITION

Malnutrition strikes hard at growing children, and, given current conditions in Southeast Asia, virtually every refugee child is at risk. However, obtaining an accurate picture of the child's nutritional status can prove difficult. For one thing, parents (and even interpreters) may tell you what they think you want to hear. Another obstacle: Commonly used growth charts, such as the Harvard graphs, are based on studies of children of predominantly European extraction and often don't apply to Southeast Asian youngster, who are generally smaller in stature.

For example; while most American children fall somewhere between the twentieth and eightieth percentiles for height and weight, healthy Indochinese children may fall only within the third to tenth percentiles on the growth chart. Below-average measurements are therefore not a cause for concern unless you see other indications of malnutrition--or unless the child falls below even the third percentile.

Although the Moua children fell within the lower height and weight percentiles on available growth charts, they were actually at about the median for Indochinese children their age. The only way the nursing staff could estimate their status was to observe their growth curves over a period of time and at more frequent intervals than their American counterparts. Since all three children maintained their percentiles--even though those percentiles were below "average"--their growth was considered satisfactory.

Growth charts don't tell the whole nutritional story, however. The skin, eyes, hair, nails, buccal mucosa, and dentition may all reveal deficiencies. Children should be examined for the following indications of inadequate diet: listlessness and lack of involvement with surroundings; loss of subcutaneous fat; poor skin turgor; dermatitis; loss of muscle mass, tone, and strength, dull, sunken eyes; swollen eyelids; dry, short, brittle hair, dry, brittle nails with pale nail beds; pale dry, buccal mucosa; extensive dental caries; and pale gums that bleed easily. Be sure to take into account the pigmentation and eye structure of Indochinese children when examining them for such things as pallor and swollen or sunken eyes.

Refugee children frequently have iron deficiency anemia and may develop hemolytic anemia if they have a glucose-6-phosphate dehydrogenase (G-6-PD) enzyme deficiency (see "Exotic diseases..."RN, September).

NURSING TIP Indochinese parents generally prefer to teach proper behavior by example, avoiding scolding and punishment. However, this attitude shouldn't be mistaken for permissiveness.

In general, the Moua family was able to obtain most of the components of their native diet--vegetables and rice with spicy chilis and peppers, poultry, meats, eggs, and fruit--at neighborhood markets. However, they did need advice on food shopping and storage methods, especially refrigeration. Federally funded nutrition programs such as Women, Infants, Children (WIC) and Mothers, Infants, Children (MIC) provided supplemental food and nutritional guidance.*

Although Mai and Bei were obviously not malnourished, they did have a great deal of tooth decay, a problem shared by everyone in the family except little Tiao. Since none of them had ever been to a dentist or used a toothbrush, they required extensive teaching about oral hygiene as well as a referral for dental care.

Mrs. Moua continued to breast-feed Tiao, following the prevailing practice among Indochinese women. However, some refugee mothers may switch to bottle feeding in this country either because they have to go to work or because they feel it's more acceptable. Those who do usually need thorough instruction in how to properly prepare formula and how much to give their babies.

IMMUNIZATION

Under a program started at the end of January this year, refugees departing for the United States receive routine childhood immunizations at transit centers in Southeast Asia. An immunization record created especially for Indochinese refugees is completed at the time of vaccination. One copy is mailed to the local health department at the refugee's destination, a second copy is kept at the Center for Disease Control's Quarantine Division, and a third copy remains with the refugee. Persons remaining in transit centers for prolonged periods may receive additional doses of vaccine.

More than 31,000 Indochinese children were immunized with polio, diphtheria-tetanus-pertussis, and measles-mumps-rubella vaccines between January and July of this year. However, prior to the initiation of this program, many refugees didn't receive immunizations before entering this country. So you may encounter children who haven't been vaccinated or whose immunization status is impossible to ascertain, as was the case with the Moua family.

Mr. Moua said that the family had received vaccinations at a transit center in the Philippines, but he wasn't sure which ones, and the records had been lost. The clinic staff immediately started Mai, Bei, and Tiao on the standard immunization schedule recommended for refugee children between two months and 18 years of age by the Public Health Service Advisory Committee on Immunization Practices (see "Immunizations: What to give when," page 48).

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*Nutrition information applicable to refugees is available to interested health professionals through state WIC offices. Packets include fact sheets on Indochinese diets, materials on communication and nutrition teaching, and an annotated bibliography of literature about Vietnamese, Cambodian and Laotian diets.

Uncomfortable as this was for the children, already stressed by the round of tests and exams, it could not be put off without delaying school enrollment. Mr. and Mrs. Moua, like most refugee parents, attached great value to education, which they considered the passport to American society. The vital role of education in socialization also makes school enrollment a pediatric health care priority.

In assessing the Moua children's psychosocial development, the nursing staff had to bear in mind that American norms may not apply to Indochinese children. Standard developmental screening tools used in this country have many built-in clutural biases that can result in mislabeling.

For example, it's considered "normal" for an American child to drink from a cup at about the age of 14 months. However, Indochinese mothers generally don't wean their babies until they're about two years old. American children usually separate from their mothers at about the age of three-and-a-half. But children who are isolated within the family group in a totally new environment and who have experienced traumatic dislocations may not be ready to separate at this age. This phenomenon may be more pronounced in the refugee child. Indeed, Mai experienced great difficulty initially in leaving his mother to go to school.

Some developmental tests use culturally specific words like "hedge" or "pavement," which are unlikely to mean much to a rural Southeast Asian child, even in translation. Likewise, a child who has never seen a pencil or crayon probably won't pick it up and scribble spontaneously, another common measure of development. Tests such as naming body parts or following directions are useless if the child doesn't speak English, although interpreters can sometimes help with these.

In fact, cultural and language barriers make it virtually impossible to identify any but the most severe developmental problems initially. The nurses who worked with the Moua children found that accurate assessment depended on repeated observation over time and very careful interpretation of test results.

EASING THE ADJUSTMENT PROCESS

In order to explore how the children were adjusting to resettlement, the nurses collected as much specific information as they could about each youngster's behavior and personality, concentrating especially on behavior the parents considered unusual. Questions the nurses asked the parents included: How has the child been behaving since coming to the United States? Can you describe the behavior? What are his fears? Does he sleep well at night or does he awake frightened? Why do you think this is happening?

It came as no surprise to the staff that Mai and Bei were both experiencing sleep disturbances and a variety of anxieties. They had endured long separations from their father while he was away fighting in the war, and they grieved for their beloved grandparents who were still in Laos. In addition, school was a new and frightening experience for them, made more stressful by the fact that the local school had few resources to help them adjust.

Shy and unable to communicate with teachers and other children, they were slow to make friends and experienced extreme isolation at first. While their typically quiet, polite, unassertive demeanor and pronounced respect for adults--behavior encouraged in Indochinese culture--made them seem exceptionally well behaved to their teachers, it invited teasing from their more aggressive classmates.

Mai and Bei keenly felt this tug-of-war between their native cultural values and peer pressure to adopt the values of their new country. To help them maintain a sense of cultural identify while adapting to life in the United States, the nursing staff fostered some contacts with the small local Hmong community and encouraged the children to take pride in their cultural heritage.

IMMUNIZATIONS: WHAT TO GIVE WHEN

Diphtheria-tetanus-pertussis (DTP): Children between six weeks and six years old (preferably starting at two or three months) should receive four doses of vaccine. The first three doses are given four to eight weeks apart and the fourth a year later. They should also get a booster dose when they're between four and seven years old, usually before entering school.

Children older than seven who haven't received DTP vaccine should get three doses of tetanusdiphthria toxoid (Td)--two doses four to six weeks apart and a third dose six to 12 months after the second. They'll need a booster dose every 10 years.

Children known to have received part of either the DTP of Td series can complete the series without starting over and should probably do so, since unnecessary additional doses of these vaccines may increase the risk of adverse reactions.

Polio vaccine: Refugees 19 years old and younger should be vaccinated against polio with oral polio vaccine (OPV) or inactivated polio vaccine (IPV). A primary series of OPV consists of three doses-two doses six to eight weeks apart and a third dose eight to 12 months later. Young children should get a booster dose before starting school.

An alternative schedule for normal children as well as for all children known to have impaired immune systems consists of four doses of IPV--three doses four to eight weeks apart and the fourth dose six to 12 months later.

Measles-mumps-rubella (MMR): Children between 15 months and 20 years old should get a single dose of combined MMR vaccine. Don't give MMR to pregnant patients, and caution teenage girls to avoid pregnancy for three months after vaccination.

MMR and OPV can be given simultaneously without ill effects, as can DTP and OPV. While the effectiveness of combined administration of DTP and MMR is uncertain, it's reasonable to give OPV, DTP, and MMR simultaneously under certain circumstances--for example, to refugees who have received no previous immunization, to those who may not return for follow-up, or to those requiring prompt immunization for reasons such as school enrollment.

Source Center for Disease Control, Morbidity and Mortality Weekly Report 28:396, 1979. Adapted from recommendations of the Public Health Service Advisory Committee on Immunization Practices.

GAINING COOPERATION

Respect for native healing practices, whenever possible, turned out to be vital in getting parental cooperation in the health care of the children. While Mr. and Mrs. Moua were usually fairly receptive to western medical practice, they also needed to respond to their children's illness in traditional ways.

For example, when Mai developed a fever as a side effect of DTP (diphtheria-tetanus-pertussis) and MMR (measles-mumps-rubella) vaccinations, the nurses recommended acetaminophen, which the parents administered. However, in accordance with their belief that evil spirits were causing the fever, Mr. and Mrs. Moua also tied a string around Mai's wrist, burned incense, and made food offerings to the spirits. (If you come across a string around the wrist of a patient, remember this is an important part of many Laotian ceremonies. Don't try to remove it; allow it to come off of its own accord, as custom dictates.[4])

Likewise, when Bei was hospitalized for an emergency appendectomy, the nursing staff eased the family's stress by maintaining a flexible visiting policy that allowed healers and a Buddhist priest from the Hmong community (as well as the entire Moua family) to perform healing rites.

NURSING TIP Use growth charts and development tests very carefully--and always in conjunction with other observations. American standards often don't apply to Indochinese children.

There are, of course, limits to how far you can go in accommodating parents' health care beliefs. Mai's fever from the vaccinations, for instance, turned up a completely unexpected problem.

Antibiotics, readily available throughout Southeast Asia, are widely used. Parents commonly give children chloramphenicol for fever,[4,5] despite the fact that misuse of this powerful antibiotic has been known to cause aplastic anemia. Mr. Moua had brought some with him to this country and was giving it to Bei. It took a lot of explanation to persuade him that Mai didn't need it.

Despite occasional setbacks like this, and the continuing difficulty of communication, the nurses were able to meet most of the Moua children's health care needs and derived considerable satisfaction from watching their progress. Like children everywhere, these young refugees showed remarkable resilience in the face of adversity.

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Appendix 3

INDOCHINA MOVES TO MAIN STREET:

THE REFUGEES AND CHILDBEARING WHAT TO EXPECT

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"She refuses medication, won't bathe becomes terribly upset if you make a fuss over the baby. What on earth is her problem?"

Mrs. Nguyen's delivery was almost unexpected. She'd said nothing during labor, had never moaned or cried out. Only her grimacing and grunting had alerted the labor room staff to the imminent delivery of a 6-lb., 1-oz. boy.

Dispite attempts to involve Mrs. Nguyen's husband in the delivery, he'd refused to participate, consenting to enter the labor room only to translate the nurses' directions into Vietnamese for his wife. Mr. Nguyen spoke limited English; Mrs. Nguyen, who had been in the United States for a little over a year, spoken only a few words.

Once the 24-year-old mother (gravida 3, para 3) was settled on the postpartum unit, Mr. Nguyen went home to be with their two other young children, leaving the nursing staff to communicate with Mrs. Nguyen as best they could. Using nonverbal communication supplemented by simple words and phrases, the nurses tried to meet her needs. They didn't succeed very well.

At morning report, the night nurse said that Mrs. Nguyen had refused all medications, pushing away the pills and, especially, the ice water offered with them. Although she always smiled and was polite, she was nevertheless adamant in her refusals. According to the report from the evening shift, she also showed extreme reluctance to eat anything at all or to get out of bed.

The nursery nurse who brought Mrs. Nguyen's baby to her thought to reassure the new mother by describing the baby as beautiful and making a fuss over him. Her actions had the opposite effect. Mrs. Nguyen became visibly upset, and the nurse quickly retreated to avoid distressing her further.

During the course of the day, Mrs. Nguyen again refused to eat or to take medications. She got out of bed only to go to the bathroom and politely resisted all attempts to get her to ambulate. Mystified, the nurses arranged a meeting with Mr. Nguyen, an interpreter, and a member of the social service staff. Their lengthy discussion gradually unraveled the reasons for her behavior.

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In childbearing, as in other areas of life, Indochinese adhere to many customs that differ radically from Western practice. What seems to be perfectly normal procedure to you may seem strange and threatening to an Indochinese woman. When the language barrier shrinks communication to a bare minimum, misunderstandings - and stress - multiply. That's why it's so important to find out as much as you can about your patient's cultural framework. Perhaps some of the things Mrs. Nguyen's nurses discovered will help keep you from repeating their mistakes.

A work of caution, however. There's no substitute for an individual cultural assessment. Vietnamese beliefs differ in some respects from those of Cambodians and Laotians. Childbearing practices may also vary according to such factors as education, social status, how long the woman has been in this country, and whether she lived in a city or a rural area in her native land. It's up to you to find out what your patient believes.

No discussion of childbearing in Indochina is complete without a word about the family. In Vietnam, and throughout Southeast Asia, the family is a revered institution. Nearly all Vietnamese feel that the family has first claim on their loyalties, and that the interests of the individual are subordinate to those of the family group. This emphasis derives in large part from the Confucian tradition, which dictates great respect for family - specifically, a patriarchal family structure - including both living members and ancestors. For many years, the power of the father within the family was close to absolute, and his authority remains strong in many Indochinese families today.

Because males are especially important for carrying on the family line and in ancestor worship, many Vietnamese consider sons more desirable than daughters. At one time, a couple having only daughters was thought to be suffering punishment for something they'd done wrong. Families with no sons sometimes informally adopt one - usually a male offspring of the husband's family, such as a son of the husband's younger brother.

Vietnam, like other Southeast Asian countries, is largely an agricultural society. For this reason, many Vietnamese have traditionally raised large families, both to provide help on the family farm and to compensage for the extremely high infant mortality rate in Southeast Asia. Although the desire for a big family is still prevalent, this attitude is beginning to change among younger Vietnamese, especially those who have emigrated to the United States and found adequate housing difficult to obtain.

Pregnancy is considered a normal and natural process by the Vietnamese. Nevertheless, pregnant Vietnamese women observe certain taboos and special customs. Some of these have been disappearing gradually, but many others persist and are likely to show up among your patients. As with many other aspects of Vietnamese life, they tend to reflect a preoccupation with solicitation of good spirits and avoidance of evil ones.[1]

During pregnancy, a woman must eat nourishing foods and avoid certain "unclean" ones, including beef and dog, rat, and snake meat. Alcohol and ciga-

---

NURSING TIP Unlike American fathers, Vietnamese men rarely participate in the births of their children. Avoid pressuring them to enter the labor or delivery rooms.

---

rettes are also considered undersirable. She abstains from sexual intercourse during the latter part of her pregnancy, sometimes as early as the sixth month. While there are no specific restrictions no physical exertion, pregnant women generally avoid very strenuous activities as well as carrying heavy loads.

Most remain around the house as much as possible and may take special care not to attend weddings and funerals. It's thought that a pregnant woman's presence at a wedding can bring bad luck to the newlyweds and their families and that her attendance at a funeral may later cause the baby to cry inconsolably.[2]

The prospective mother is expected to carry on a "prenatal education" with her growing fetus, counseling it is physical, intellectual, and moral activities and, in general, acting and talking at all times as if the fetus were observing.

In Vietnam, the person attending the mother during childbirth varies with the family's location. In rural areas, a nurse midwife, lay midwife, or experienced woman from the village assists with the birth. In cities, women generally give birth in a hospital, attended by a midwife or physician. (Western hospital-based childbirth practices may therefore be somewhat familiar to Indochinese women from cities.) Husbands aren't expected to participate in childbirth. This explains Mr. Nguyen's reluctance to enter the labor room.

A traditional Vietnamese practice that may still exist among some refugee involves preparation of a special bed for the mother several months before delivery. This bed is located in a relatively private part of the house designated by an astrologer as the place where the mother would be best protected from winds that carry evil spirits.[1]

LABOR AND DELIVERY

In Cambodia, especially in rural areas, a woman in labor often lies on a raised bed with a fire built underneath it to drive away evil spirits. A lighted candle and incense sticks are kept nearby. When the midwife has delivered and washed the baby, she holds it up and asks, "Who is the child for?" The mother or some elder relative answers, "For me," and takes the child, thus serving notice to the spirits that the baby belongs to this mother and this family.

During labor and delivery, the mother mush not cry out lest she shame herself and embarrass her family. As happened with Mrs. Nguyen, the self-control of Indochinese women during labor may not provide much warning of the impending birth. It's not unusual for them to deliver in the labor room before anyone realizes what's happening.

Southeast Asian women often seem to smile almost continuously throughout the childbearing period. This response isn't directly related to child bearing, but, rather, is a reflection of Buddhist teaching, which admonishes against the expression of strong emotion. Even though a person may feel anger or sadness or stress, it's not considered good form to show it, and one way not to show it is to smile.[3] Thus, Mrs. Nguyen felt constrained to smile even during stressful confrontations with the staff over food, medication, and ambulation.

Why were those confrontations occurring? A look at Vietnamese postpartum practices revealed some answers. Vietnamese women believe that they lose a great deal of body heat during labor and delivery - so much so that in Vietnamese villages, the midwife places a brazier containing a smoldering wood fire under the newly delivered mother's bed to replace the lost body heat. Friends send nourishing food to help the mother regain her strength, as well as gold bracelets, clothing, and trinkets for the baby.

Preferred postpartum foods include rice, pork, and chicken. Salty foods and pork stew are considered especially good for restoring strength. It's believed to be very important that all foods be hot, this keeps the stomach warm and counteracts heat loss. Cold foods and cold water are thought to be bad for the teeth and stomach and are therefore forbidden. Mrs. Nguyen, it turned out, refused medications primarily because of the ice water that accompanied them.

Other items forbidden in the postpartum diet include sour foods, among them salads, which are thought to cause incontinence; beef; and all seafood, which is absolutely prohibited for six months after delivery to prevent itching of the episiotomy site. New mothers also restrict their fluid intake, especially soups and water to avoid stretching the stomach and delaying the return of their size and shape prior to pregnancy.[5] In light of these restrictions it became clear that Mrs. Nguyen was refusing her meal trays mainly because of the number of forbidden foods they contained.

Vietnamese mothers avoid early ambulation and don't engage in strenuous activity for several months postpartum to protect their internal organs. They believe that, during the postpatum period, all organs are returning to their normal positions and that ambulation or strenuous activity will cause the organs to move too far down in the body.[5] Small wonder, then, that Mrs. Nguyen was reluctant to get out of bed!

Vietnamese women are also reluctant to bathe or shampoo their hair following delivery. An initial bath is acceptable, but subsequest washing is confined to sponge baths for the first postpartum month. Vietnamese believe that too much water applied to the body during this time causes the mother to lose nutrients and energy through her skin pores, possibly resulting in illness. New mothers also fear that shampooing their hair may cause the baby to "fall apart."[2]

Some Cambodian women don't see outsiders for three days following delivery as a precaution against illness or other harm. On the fourth day, friends and relatives arrive for a birth ceremony. The midwife presents a platter with mother's best garment, a ring, incense sticks, cotton threads, and food. She then lights the incense and announces that the three days of precautions are over.

Breast-feeding is still the major method of infant feeding among the Vietnamese and other Southeast Asian groups, particularly among mothers from rural areas. Most women breastfeed their babies until the child is approximately two years old. However, women who lived in cities or have held (or hold) jobs may prefer to bottle-feed.

New parents generally don't resume sexual relations for two to three months after delivery, believing that this abstention prevents disease.[6] Some couples abstain for as long as 100 days after the birth of their first child. Abstinence isn't so stringent after subsequent children. Neither the Vietnamese government nor the religious community traditionally supported birth control (Keep in mind that some Vietnamese are Roman Catholic). While the rhythm method is commonly used in the cities, few, if any, methods of birth control are practiced in rural

NURSING TIP Don't cut a newborn's hair or nails. Vietnamese believe that to do so during the first month of life may cause such illnesses as heart disease.

area.[6] The prevailing belief is that those who don't want children shouldn't engage in sexual intercourse.[5]

THE NEWBORN

As soon as the cord has been cut, the newborn is bathed in tepid water. Only after the baby has been cleaned and dressed may the father see him[4] -- another reason for Mr. Nguyen's reluctance to enter the labor room.

Vietnamese parents avoid praising the infant and often dress a newborn in old clothes. By doing so they hope to minimize his desirability and thus prevent the spirits from stealing him out of jealousy. When the nursery nurse made a fuss over her new son, Mrs. Nguyen was naturally very fearful that the spirits would overhear.

The newborn's hair and nails are never cut during the first month of life because the Vietnamese believe that this can cause illness in the infant. For example, cutting the nails is thought to cause heart problems. Parents may also keep infants in the house for the first three months to prevent eye damage from the sun's rays.[5] Circumcision isn't considered an acceptable practice among the Vietnamese and should be explained very carefully to new parents so that they don't inadvertently consent to a procedure they don't desire.

Most parents name their children according to native custom. A Vietnamese name ordinarily has three parts: the lineage (family) name, the middle name, and the personal name, given in that order, according to Chinese practice. For example, in the name Nguyen Thi Ba, Nguyen is the family name, Thi the middle name, and Ba the first, or personal, name. The lineage name also comes first in Cambodian and Laotian names. However, many Indochinese change this order when they come to the United States to make their names more American.

There are currently somewhere between 200 and 300 lineage names in Vietnam, of which Nguyen is a common example. The significance of given names varies. The first name may represent the child's rank among siblings, as in Mrs. Nguyen's case (Ba means "third born"), or it may suggest a desirable attribute, as in Nguyen Van Mank (Mank means "the brave"). Van is a common middle name for males; Thi, for females.

In the Laotian culture, naming the child requires a ceremony which takes place in the parents' home in the presence of relatives. The parents will often ask a bonze (Buddhist monk) with some knowledge of astrology to select a name for the baby. A feast follows the naming ceremony.

Cambodian couples name their babies shortly after birth in a process shared by mother and father. The father selects several names, and the mother chooses one from this list. Occasionally, the parents may have a horoscope cast to help them select a name, since the astrological sign under which the child is born is considered to be of great importance. If the baby becomes ill, the parents may change its name to confuse the spirits.[7]

In light of Vietnamese childbearing customs. Mrs. Nguyen's nurses quickly revised her care plan in several ways. To begin with, they enlisted the aid of an interpreter for all patient teaching, since Mrs. Nguyen would always smile and agree with whatever she was told even if she didn't understand. The interpreter proved particularly helpful in explaining aspects of self care that might have conflicted with Mrs. Nguyen's cultural beliefs.

NURSING TIP Vietnamese women may resist ambulating postpartum, lest it interfere with the return of internal organs to normal.

Next to communication, diet was Mrs. Nguyen's most significant problem. The nursing staff first revised their assessment of her dietary intake to include foods from home. Working with the nutritionist, they also revised her menu to include as many preferred foods as possible and to eliminate forbidden foods, especially beef, fish, and cold or sour foods. They wrote into her care plan that all medications were to be given with warm liquid and that all trays should include hot tea instead of juices or other cold drinks. They also made sure that all teaching about nutrition took into account Mrs. Nguyen's cultural preferences.

The upshot: By remaining flexible and alert to differences in Mrs. Nguyen's cultural outlook, the nursing staff was able to provide good care without violating her beliefs.

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Appendix 4

INDOCHINESE IMMIGRANT HEALTH ASSESSMENT

Name ______________________________ M F Date __________
Family Middle First

Age _______ Birthdate _____________ Sponsor ____________________

Address ____________________ Volag ____________________

____________________ Refugee Camp __________ How long? ____

Telephone ____________________ Date of U.S. Arrival __________

History: Usual weight, if known _________

	Yes	No	Unknown
High blood pressure			
Heart disease			
Eye disease or injury			
Anemia (low blood)			
Hearing problem			
Cancer			
Lung disease or TB			
Diabetes (high suger)			
Liver disease			
Kidney disease			
Excessive vaginal bleeding			
Malaria			
Currently pregnant			
Parasites			

Cigarette smoker How long? ________ How many? __________

Current medications ____________________

Current health problems ____________________

Hospitalizations (reason/date)

____

Family History (Specify relative) Age at death _____ mother _____ father

Number members in family ________ Number in U.S. __________

	Yes	No	Unknown	Who
Glaucoma				
Heart attacks				
Stomach ulcers				
Digestive problems				

Deaths in family in last 24 months (WHO/HOW)

Immunizations:

DPT						POLIO					
TB/BCG						RUBELLA					
MEASLES						OTHER					

Laboratory:

Study	date	result/date	Study	date	result/date
Hct/pgb			Other		
VDRL					
Tine/PPD					
Stool					
Parasites					

Abnormal Findings by Physician:

Problem List: **Plans/Treatment:**

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

This two-page form is to be completed at the time of initial screening of Indochinese refugees. A copy should be given to the refugee to provide reference for subsequent medical attention.

October 1979

Appendix 5

CULTURE SHOCK

WHAT IS IT? WHY SHOULD YOU KNOW ABOUT IT?

Since you will be soon entering a new culture, it is quite possible that you will be experiencing what we call CULTURE SHOCK. Culture Shock may be defined as the feeling one experiences when he is taken out of a familiar environment and thrown into a completely new and different environment. In your own country, you are among people who understand you-who know who you are and think and behave in a similar manner to you. You know what to expect from them and they from you. However, when you enter a new culture, you suddenly encounter people with new behavior and a new way of thinking - a simple gesture or movement or utterance may mean something completely different. Your situation in this new culture may be compared to "a fish taken out of water".

A knowledge of Culture Shock may be useful to you. Arriving in a new culture, you may experience feelings or emotions that you do not understand. The purpose of this discussion is to make you aware of what Culture Shock is, how a person may feel when experiencing it and what can be done about it. With this new awareness, once you are in the new culture, you may be able to analyze your own feelings and decide whether you are experiencing Culture Shock or not. If you decide you are, then an understanding of what Culture Shock is, is perhaps the first step on the road to recovery. When you begin to understand or become aware of something, you can then begin to take care of it.

HOW CAN YOU PROBABLY TELL YOU HAVE IT?

An individual undergoing Culture Shock experiences a variety of feelings. According to studies in the field, the following general feelings may be experienced: estrangement, anger, indecision, frustration, anxiety, unhappiness, loneliness, homesickness or illness.

The individual may have feelings that best protect or defend him from the strange environment. For example, he may have the feeling of rejection or regression. The feeling of rejection means that he is rejecting the environment which makes him feel badly. The feeling of regression means that the home country becomes most important and he chooses to remember only the good things about it.

More specifically, the individual undergoing Culture Shock may experience the following symptoms:

1) a particular concern for cleanliness or dirtiness
2) a helplessness - a dependence on his own countrymen
3) more irritation than usual shows for things that go wrong
4) a fear of being cheated, injured or robbed
5) a concern for pains or skin eruptions he might have
6) a need to be back home with his own people who understand him
7) a delay or refusal to learn the language of the country

In addition, there is some knowledge as to the stages an individual goes through when he is experiencing a new environment:

STAGE I

This may be called the "touristic stage" or the stage of "euphoria". At this state, the person is experiencing the country for the first time. He is fascinated and thrilled with all the new. He tends to only see the similiarities with his own country.

STAGE II

This stage may be called the "hostile or aggressive stage". At this stage, the person is slowly beginning to feel uncomfortable. He begins to see differences in this culture with his own differences he cannot understand, and therefore disturb him. At this stage, he is very critical of the new culture and may gather together with his countrymen to speak against it.

STAGE III

At this stage, he is slowly recovering. He is becoming interested and sensitive to the new culture and people around him. His sense of humor returns, and he can even begin to joke about his new experiences and difficulties.

STAGE IV

At this stage, he is almost fully recovered. He is really truly understanding and experiencing the new environment in a meaningful way. He has accepted it and is actually enjoying it.

WHAT CAN YOU DO ABOUT IT?

Now that you have an idea about the feelings involved with Culture Shock, perhsps we can now discuss how to deal with them.

Students cope with this problem in various ways. Some choose to flee from the problem completely. They prefer to withdraw or isolate themselves from their new environment, perhaps with their own country men. Others choose to reject their own culture or "go native". They become completely immersed in the new culture. Still others, attempt to fight the new culture - they want to try to change what they don't like in it. They want to be adapted to rather than be the ones adapting. As you can see, neither one of these methods is satisfactory.

Which method is the most satisfacory? Perhaps, first an understanding of yourself - your beliefs, behavior or "own cultural identity" and how you relate or interact with other people. Secondly, you should begin to understand the new culture - the beliefs, behavior of the people in this new culture. As you begin to understand both your own culture and the new culture, you can now begin to adapt or adjust to the new environment.

Choosing to adapt to the new environment is a difficult process. You must be open - free of fear - to learn and to change your behavior, if necessary. It forces you to re-examine yourself in regards to this new culture. In this process of adapting, you must remember that you do not forget yourself - your true beliefs or values that you have grown up with. You keep these, but you also accept and try to integrate the aspects of the new culture that seem desirable and will help you to achieve your goals while you are there.

Culture Shock can be a valuable growing and learning experience. If forces you to experience yourself and others in a new way. If gives you a special self-awareness or understanding. It can show you how much of your own behavior is influenced by your culture. It also gives you a special awareness of others and how much of their attitudes and behavior can be determined by their culture.

This short paper is taken from the training files of the U.S. Peace Corps Office, Bangkok.

Appendix 6

MENTAL HEALTH PROBLEMS:
WHO'S AT RISK AND WHY

In which refugees are you most likely to encounter mental health difficulties? According to a 1979 study by HEW,[1] young adults are the ones at greatest risk* Here, listed by age group in descending order of risk, is an overview of the major problems you'll encounter:

1. 19 to 35 years old: Single persons, the group most likely to be excluded from traditional family support systems, may exhibit rootlessness and isolation, drifting from job to job and place to place without developing a sense of belonging; difficulty finding satisfactory jobs and spouses; depression, a tendency to inflict violence on themselves of others, thought disorders, alcoholism, general feelings of helplessness. (The 1975-1976 Seattle study, see page 57, revealed especially severe problems among single women who are heads of households.) Married couples may experience family and marital conflict, perhaps resulting from discarding their native values too rapidly.

2. 36 to 55 years old: Suffer from depression; culture shock; homesickness; family conflict, often caused by changing roles of men and women (need for wife to work combined with husband's loss of traditional status within family, due to unemployment or low-status job).

3. 13 to 18 years old: Prone to problems at school and intergenerational conflicts at home exacerbated by too-rapid acculturation. (Other studies suggest adolescent males may be at higher risk than females because of different role expectations-they're under more pressure to get an education and/or job,[2] and they're sometimes seen as weak and lacking in masculinity according to American sterotypes.[3])

4. Age 55 and over: At risk for depression due to loneliness, loss of family, longing for home (especially strong in this age group), feelings of helplessness, loss of traditional respect from younger generations. Comparatively small number of services available to this age group is a particular concern.

5. Age 6 and under: May suffer from neglect due to working parents and lack of day care; health problems, including malnutrition, that affect mental development; loss of ethnic identity.

6. 7 to 12 years old: Primarily at risk for school adjustment problems-language barriers, improper placement, and peer pressure to "Americanize" rapidly, resulting in conflicts at home.

Although there was some disagreement among respondents, many felt that problems differ somewhat among various ethnic groups and that the smaller groups are at greater risk because they have less of a community support base in this country.

For example, some respondents noted that the Cambodians tend to feel more isolated than other groups and to suffer from severe depression and guilt, often equal in magnitude to that of World War II concentration camp survivors. Homesickness, feeling of helplessness, and lack of education and job skills are also particular problems among this group.

Among the Laotians, the Lao, especially recent arrivals, show difficulty in adjusting to their lowered social status in this country. Respondents also cited conflict within the Lao community as a problem. The Hmong, primarily farmers, lack education and job skills.

Vietnamese were thought to have higher anxiety levels than other groups, less group cohesion, greater ("unrealistic") expectations of the resettlement process, and more difficulty adapting to lower social status.

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*The survey consisted of a questionnaire mailed to 1,100 organizations involved in working with refugees, supplemented by site visits by researchers to eight Indochinese refugee assistance programs funded for mental health projects. Overall response to the questionnaire was 33.6%. However, key agencies dealing with refugees posted a much higher response rate of 75%.

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A Diversity of Service Sources

While the United States is one nation, it is not always possible to describe its social programs and services in any universal way. There are 50 states in the U.S. Each has its own ruling body, a legislature, as well as its own governor and laws. Within these states are over 3,000 counties containing cities, towns, townships and villages. While there are similarities, each state and local situation is different. The Federal government may provide some funds and establish some rules for various social programs and services, but these programs are usually carried out by the state and local governments according to their own laws and requirements.

But not all social programs and services are provided by the local, state or Federal governments. Private non-profit and profit-making organizations are encouraged to provide a variety of services to people, Often these services are similar to those provided or purchased by the different governments. In some cases the governments fund totally, or sometimes only in part, the services provided by these organizations. In other cases, the organizations raise funds themselves, give services free, or sell their services directly to people who can afford to pay for them.

The relationship between government and private non-profit organizations is particularly important in work with refugees. Since early in American history and until very recently, it was private non-profit organizations, many with religious affiliations, which used their own funds to care for immigrants and refugees. Only in recent years has the Federal government become financially involved in these efforts. With the exception of two state governments, all resettlement in the United States is done by national private non-profit organizations with financial assistance from the Federal government.

Two Important Notions: Taxation and Individual Freedom

For all of the reasons that have been mentioned above, it is obvious why it is difficult to make any one statement about all U.S. social programs and services. Before looking at some of these programs and services, two important points must be mentioned:

1) Many programs and services are supported by government taxation. In the United States the government is the people. They create the government and provide it with funds by paying taxes. Each level of government has powers to collect taxes. Elected by the people, each legislative body decides which services are needed, which are free, which should be paid for, and which should be supported by the government.

2) A central concept of American philosophy is the belief in individual freedom. Government is expected to do for people only those things they cannot do for themselves. Individuals, families and organizations are encouraged to be independent. In those instances when it is necessary to rely on the support or assistance of various social programs and services, it is usually expected that such reliance is of a temporary nature only.

PART ONE: COMMON COMMUNITY SERVICES

Education

Public education is considered a right for all children in the United States. In most places children are required by law to attend. The Federal government provides some funds to states, but most public education costs are paid by local and state taxes. Primary and secondary education (for children aged approximately 6 to 18 years of age) is available in every part of the United States. Organization of primary and secondary education is usually through school districts which may or may not be controlled by local governments. Every child, no matter where he or she lives, can go to public school free, though there may be some charges for such things as school textbooks, laboratory fees, and extracurricular activities. Many of these schools provide vocational education for those children who desire it.

Most higher education in the U.S. is provided by private non-profit colleges, universities and technical schools. Usually these have high tuition costs. Government aid helps some of these colleges financially. In some states there are government operated colleges and universities as well as two year colleges called junior or community colleges; these are generally much less costly than private colleges. There are scholarships and loan programs from both private sources and government.

For adult refugees, English language classes, adult education classes leading to a high school equivalency diploma, and vocational training are provided in some public schools and/or local programs. Some service agencies specializing in refugee work also provide some English language classes as a social service. The situation differs from one community to another as do the hours when classes are offered. Refugees must inquire about them. It is possible to work and take evening classes in many communities.

Public Protection

Police services and fire protection services are available in all communities.

Police. Most police are in a local police department which is part of the country, city, town or village government. Sometimes several such governments create a joint police force. There is no national police force. State governments have a state police force which does not usually work in local communities.

Police in the United States are not limited to fighting crime or controling traffic. Police work in the interest of the people. People are encouraged to ask the police for help when they are in difficulty. In many communities there is a special telephone number, usually 911, which people can call when they need help. Some police departments provide recreation for children.

Fire. Every community in the United States has a system for fighting fires. Fire departments in larger communities are usually a part of the local governments. In many smaller communities there are volunteer fire companies which are non-profit organizations, but which are sometimes helped financially by governments. Any resident can join and become a volunteer fire fighter. These fire companies are supported by donations from individuals, families and businesses.

Justice, Law and Courts

The system of justice in the United States is designed to ensure that all people are given fair treatment under all laws. Laws are enforced by federal, state and local courts. Courts deal with only the laws of their own jurisdiction. Federal courts deal with federal laws, state courts deal with state laws, and local courts deal with local laws.

Every person including the refugee, is entitled to what the U.S. Constitution and the laws call "due process". This is the right to have fair hearings and proper representation (a lawyer) Most Americans must pay their lawyer to represent them. For low-income people, free or low cost legal services are available in most communities.

When a court makes a judgement against someone there is generally the right to appeal the decision to a higher court. In some cases one or more judges hears cases and makes the judgements. In certain cases, a decision is made by a jury of citizens picked by the accusor and the accused together.

There also are many specialized courts to deal with specific problems, for example a traffic court deals only with traffic problems. Some communities have special courts or agencies where a consumer can complain if a product or service is faulty. Some places have special courts to deal with children and family problems, such as divorce or adoption of children.

Post Offices

The mail system in the United States is conducted by the Federal government. There are post offices in every community. Larger communities have several, often many, branch post offices so that people do not have to go far for service.

Mail is delivered to every home in the United States whether it is in or out of a city. It is delivered daily to the door or the mailbox. Everyone can have their own mailbox where they live. Locked boxes can be rented in most post offices.

Post offices sell stamps, cards and air letters already stamped for overseas mailing. Post offices send packages too. It is possible to insure letters and packages in the U.S. Insurance guarantees and notifies you of delivery. It also provides reimbursement of the cost of what you mailed if a package is lost.

Post offices also sell money orders, a safe way to send money through the mail. The receiver can take the money order and get cash for it. A postal money order is like a bank check.

Public Utilities, Sewage and Sanitation

Telephones, water, gas and electricity are known as public utilities in the United States. Companies supplying these utilities are usually private, profit-making companies; some are governmental. All are carefully controlled, usually by the state government Public Utility Commission which decides the rates persons must pay for the utility.

Telephone. Telephone service is fast and efficient in the U.S. Almost everyone has a telephone. Sometimes one has to pay a deposit to get a telephone. Getting a telephone installed in your home or office is accomplished very quickly in most places.

Each person or family pays their own bill, which usually comes monthly. Non-payment of bills is the main reason for losing one's telephone.

Electricity and Gas. Electricity is usually supplied by private companies and is available in practically all places where people live in the U.S. The consumer pays for the amount of electricity used. Each house has its own meter which measures the amount used. Bills usually come monthly. Failure to pay could result in the company cutting service off. Some people use electricity to heat their homes as well as for lighting, refrigeration, cooking stoves, and hot water heaters. Gas is used primarily for cooking, though some people use it to heat their homes and for hot water. Gas is usually available along with electricity. However, some places do not have gas lines. When it is not available, people may buy gas in large tanks and use it for cooking if they do not want to use electricity. Gas coming directly into homes, like electricity, is measured on a meter in each house or apartment and billed monthly.

Water. In some communities water is supplied by a government department. In others, private companies supply water. When one owns a home there is usually a water tax or a water bill to pay. When one rents a home or apartment the owner usually pays the bill or the water tax.

Sometimes houses far from towns do not get water from a government or private company. They have to supply their own water. This is usually accomplished by having a deep well and pumping the water.

Sewage and Sanitation. In most cities and towns there is a public sewage system and a government service to collect trash and garbage. The cost is usually paid as part of a tax on property owners, or by a monthly bill directly from a private company.

In rural areas and some smaller communities there is sometimes no public system. Home owners usually pay private companies to collect trash and they must build private sewage disposal facilities on their own property.

Organizations for Maintaining Cultural/Ethnic Heritage

Maintaining one's own culture and ethnic heritage is encouraged in the United States. People from different countries who live in the U.S. are free to develop their own organizations and programs. Since 1975, for example, more than 500 Indochinese organizations called mutual assistance associations (MAA) have been created in the U.S. They carry on activities including teaching language, culture, and providing recreation centers, social services, cemetery plots, and other forms of assistance to their own people. They have also sponsored dance, music and theater groups and even radio and television programs.

There are many museums, governmental and private, which highlight cultural and ethnic materials and events. Theaters, concert halls and movies are present in most parts of the country.

Recreation

Recreation for children and adults is provided by schools, local governments and many private non-profit organizations. There are also many profit-making recreation enterprises in the U.S.

Parks. Federal, state and local governments establish and maintain parks where all people can go for recreation and vacation. Many communities have small neighborhood parks where children can play and adults can relax. Many federal and state parks have accommodations where people can go for daytrips and vacations. Some parks have lakes or swimming pools, even in city neighborhoods.

Libraries. Most libraries are provided by local governments although there are private non-profit ones too. Most neighborhoods and most schools have libraries. Most states have state libraries usually located in the state capital. Nearly all libraries are open to the public and books can be borrowed. Most libraries also lend music records and tapes. Some may have special language records and tapes to help refugees with their learning and education of children. Some lend art work too.

PART TWO: SOCIAL SERVICES

Introduction

Different terms are used by Americans to describe the wide range of services provided to deal with social, economic and health needs in the United States. Sometimes the term social welfare is used, sometimes, human services. There is no one universal term. Even government departments (ministries) carrying out the same functions are named differently by different states, counties and cities. The Federal government calls its department, "Health and Human Services". Some states and local government departments are called Public Welfare; others Social Services; others Social Welfare. Different governments have different mixes of services in the same department. Most places have a separate health department. Many have separate mental health departments. All persons, depending on where they live, should learn the official names and locations of these offices in their own communities and states.

Many private non-profit agencies also provide single or several services. Their titles vary greatly too. Often the title does not describe the service. Here again the individual must learn the language and location of the agencies in his or her own community.

Therefore, the following is not a description of how any one community is organized to provide services. It merely describes which services and programs are generally available.

Refugees should learn about the organization of services and the names of agencies in their own communities. Those who can help refugees become familiar with these things are the sponsoring family, local agency, or group, or a local mutual aid association. In each telephone book under "Associations", "Charitable Organizations" or "Government Agencies", one can also find lists and names of social service agencies. Also each state government has a state refugee coordinator who can be helpful. Ultimately, it is the responsibility of refugees themselves to learn about these various programs and services.

Employment and Training

Every state has a state employment agency as part of its state government. Offices are located throughout each state. Larger communities may have several offices. These public employment offices help people to find jobs. Often, they also help people to find vocational training. They sometimes select unemployed people for public job programs.

There are also many private employment agencies which advertise jobs in newspapers. In all states people receiving cash assistance must register with the public employment service. Many local agencies specializing in refugee work have special employment counselors to help refugees find jobs. Sponsors and mutual assistance associations (MAA's) also assist refugees in finding jobs. Most newspapers have advertisements for job openings.

Refugees resettled in some U.S. communities often say the best sources for finding jobs are friends and relatives already working and who know of vacancies.

Training for work of all kinds is conducted by many sources. Local public schools have courses. Public and private vocational schools exist. Local agencies specializing in refugee work sometimes conduct vocational training programs and can refer refugees to training resources.

Income Maintenance

In the U.S. it is expected that all able-bodied people work to support themselves and their families. Education, vocational training, employment and rehabilitation services are available to prepare everyone for work.

Income maintenance programs exist for people who for good reason are permanently or temporarily unable to work or find employment. Some programs are national in scope, and available in every community. Some are governed all or in part by local or state government laws and regulations. Practically all income maintenance programs are government financed and government administered. Some private non-profit agencies do provide economic assistance to people. But the size of these programs is small relative to the government programs.

Below are described only those income maintainance programs which are of particular interest to refugees.

Social Secuirty. This is a Federal government insurance program available to almost all Americans who work. The employer and employee each pay a tax to the national government. It is deducted from wages. Self-employed people pay the tax also. With a few exceptions, all working people must pay tax into the Social Security fund. All people covered by Social Security can retire at 65 and receive retirement payments from Social Security. Retirement is possible at 62 but the amount paid is less. Payments vary according to one's wages and length of employment.

People who work are members of the Social Security system, and should they become severely disabled and unable to work for physical or mental reasons before 62 or 65 they can receive Social Security disability payments.

Every refugee soon after arriving in the resettlement community should apply for a Social Security card number. This is important because most employers will require the number. The refugee's sponsor or local resettlement agency will usually assist the refugee in making application. The refugee should remember to do this.

Unemployment Compensation. This program exists in all states through employer-paid taxes. When an employee has worked for a given period, and loses the job for reasons beyond his or her control, there is an entitlement to receive unemployment compensation (money) for a set number of months. Persons receiving unemployment compensation must register to look for work, must accept a suitable job if offered and must report weekly to the public employment office.

Each refugee, when going to work should learn whether he or she is covered by unemployment compensation.

Workmens' Compensation. States have programs of workmens' compensation paid for by a tax on the employer. This pays an employee, who has been injured on the job, for costs of medical expenses and compensation for time lost at work. Each refugee should learn from the employer whether he or she is covered by workmens' compensation.

Retirement Programs. There are other retirement programs separate from Social Security. For example, persons permanently employed by governments are usually enrolled in a retirement program which provides income after a certain number of years of work. Some governments provide this benefit in addition to Social Security. Some, like the Federal government, have retirement, but not Social Security.

Usually, both the government and employee pay for the retirement benefits. The employee contribution is taken from the paycheck.

Many private employers also arrange for retirement benefits for their employees in addition to Social Security. Sometimes the employer pays the full cost. Sometimes the employee also contributes, and his or her share is taken from the paycheck

In some work places, employees join trade unions. These worker organizations negotiate with employers, both government and private, for conditions of work and benefits. These are written into agreements (contracts) between the trade unions and the employer.

Self-employed people may arrange for their own retirement program through an insurance company.

Earned Income Credits. All employees in the U.S. and all self-employed persons in the U.S. pay income taxes to the Federal government. For employees, taxes are deducted from wages. The amount of tax paid depends on the size of the income and on the number of dependents one has.

For low-income workers there is a system of earned income credits. In this program it is possible to deduct a certain amount from the tax that is owed, or to get a refund even if no tax has been withheld from an employee's pay.

Some state and local governments also have taxes on wages. Some may also have a tax credit system.

Special Cash Assistance and In-Kind Programs for Persons with No Income or with Very Low Income. Most people in the United States work to earn income from wages or self-employment. They have access to benefits like Social Security for when they retire or are disabled. If they are temporarily unemployed they may receive unemployment compensation.

For people who have no income, or have very small incomes, there are programs to help them. The programs vary in their scope and in the size of the benefits given to individuals and families. Some in-kind programs, like food stamps and assistance with heat and energy costs, are available throughout the country and the allowances are similar everywhere. Others, like direct cash assistance, depends on the decision of state and local governments. Therefore, it is only possible to say that programs are available to the refugee who cannot find work or who is working and not earning enough to support himself and/or his family. Refugees must seek the specific details from the sponsor and/or the local voluntary agency which arranged for the assurance and sponsorship.

While cash assistance and in-kind assistance are available to refugees, they should never be represented to refugees as desirable, permanent ways of life in the U.S. or as substitutes for self-sufficiency. All who can work must be encouraged to seek employment and become self-sufficient. Self-sufficiency creates a strong atmosphere for children, provides satisfaction to parents and individuals. The absence of self-sufficiency may effect children negatively, and lead to their own dependent-like roles.

Agencies and programs in the U.S. do not deny aid to refugees or any other Americans who are temporarily poor. They do encourage people to support themselves. For some people such as the aged poor, the severely disabled or mothers with very young children, cash and in-kind assistance may be necessary.

Aid to Families with Dependent Children. Public Assistance for single parents and for some two-parent families with children is the federal program called Aid to Families with Dependent Children. The Federal government pays a part of the cost to each state government. The state government directly or through its local (usually county) governments determines who is eligible. The local conditions and the amounts vary from state to state and even within states.

There are some special provisions in this program for refugees who cannot get work. The refugee should get the information for his or her own community from the sponsor or local Volag office.

People who are employable and who receive aid from Aid to Families with Dependent Children are expected to register for work and/or training. If a job is offered they must accept it. If they have very low wages and a large family, it is possible to work and to receive some cash assistance.

General Assistance. General assistance programs are not found in every state. They are available in some states and in some local communities. They are generally for single, employable people, couples without children, and for employable parents. Some special provisions for refugees are made by the Federal government. Here too refugees without work or income must get the information from sources in the community where they are resettled.

Supplementary Security Income (SSI). This is a federal cash assistance program for old and severely disabled people who cannot work. It is available in every state and recipients who are eligible get the same amount of money anywhere in the United States. Some states add to the federal payment.

Applications for this program are made in the local offices of the federal Social Security Administration, the same office refugees must go to get their Social Security card and number.

Food Stamps. This is a federal program for Americans with low incomes. It is designed to help low-income people have adequate nutrition. It is administered by the state and local governments which administer the Aid to Families with Dependent Children (AFDC) and General Assistance cash assistance programs. Depending on income and size of family, applicants are given a fixed number of food stamps, applicants must have very low incomes and must periodically provide proof of their income.

Energy Assistance. This is a federal program administered by state and local governments to help low-income people who cannot afford to pay for insulating and heating their homes.

Health, Mental and Physical Disabilities and Rehabilitation

Most people in the United States pay for their own health costs directly or through private health insurance to which their employers contribute.

People who are eligible for Social Security because they are aged or disabled have health care provided by a social security health program called Medicare, administered by the Federal government.

People with very low incomes are helped to pay health costs through a program called Medicaid. The Federal government pays part of the costs. States and sometimes local governments also pay part of the costs. This program is administered by state and local governments.

Most doctors, hospitals and clinics are private. But when a person is eligible for government paid health care, the government program pays. Sometimes the individual has to pay part of the cost.

Many private groups provide specialized services to persons with special health needs. Government programs sometimes pay for the services which include family planning, pre-natal care, infant care, disabilities care and such special ailments as cerebral palsy, alcoholism, drug abuse, mental retardation, mental illness and other conditions.

Private non-profit groups also provide many rehabilitation services for physically and mentally handicapped (mental illness, mental retardation) people. These too are sometimes paid by government funds for low-income people.

School children are required to have vaccinations before attending school. The school may provide vaccinations or refer the children to special clinics. If a child appears ill, the school asks the family to go to their own doctor to get needed care. Most hospitals have emergency services available to everyone. Communities may be organized differently for health care. Refugees need to learn the resources in their own resettlement communities.

Personal Social Services

Personal Social Services are different and separate from services such as Income Maintainance, Education, Health Care, Training and Rehabilitation. They are present in the U.S. as they are in most of the industrial world.

Not only for the poor, these social services exist to help people meet personal needs, to strengthen families and the society. They seek to help people who need personal services to deal with conditions that make them and their families unhappy and unable to do their best. Good examples of such services include care of children out of the home when so many mothers are working and services for the aged because as people live longer they need care and attention in the community.

One could give the name personal social services to the work of the voluntary agencies, the family and group sponsors and the local agencies specializing in refugee resettlement. In some fields, these social services are delivered in large part by private non-profit agencies with their own funds. In others, public governmental agencies provide services directly or purchase them from private non-profit agencies.

It is possible to describe what is generally available for refugees. Each community, state, and county is organized differently. These are usually, however, national and local organizations which specialize in serving or helping to find services for refugees as a special group, just as there are special agencies concerned with American Indians, migrants and immigrants and even illegal aliens. Refugees will need to learn from their sponsor and/or from the local agency which social services agencies to approach when they have special needs. After a time they will become familiar with the community and its agencies. A good source is the telephone book in which they will find special listings for "Social Services", "Government Agencies", and "Associations"

The full range of these social services are too many and varied to be listed here. Often a single service is provided by one agency. Some agencies provide several services.

For purposes of acquainting refugees with the most basic, and important ones, services will be summarized here in broad categories.

Child Welfare. The service most universally available in the United States is care for children whose homes and parents can no longer care for them, parents are not available or the child cannot remain in the home for good reason.

This service usually offers foster home care and adoption. It also counsels parents to help strengthen the family and keep the family together. It protects children from neglect and abuse and sometimes provides or arranges for institutional care for temporary care of children.

Each state has child welfare laws to protect all children. Usually county governments have child welfare departments to protect children's rights. No child can be removed from a family without cause.

Child Care. These programs care for children while the parent or parents are working. Most are operated by non-profit social services agencies, some by government agencies, some by schools, some by groups or individuals. Government funds and some private funds support many day care centers for low-income family children whose parents are working. Often these are children of single female parents. People who can afford to pay often buy "day care" from profit-making organizations. For working parents there are special child care tax deductions.

Services for the Aged. Counseling, community recreational and social centers, food delivery to homes of the aged, centers for old people who cannot work, and other forms of service have increased greatly in the United States. Many churches have such programs. Many special agencies for the aged, mostly private non-profit ones, exist. Some governments operate programs and many governments purchase services or give grants to private non-profit agencies for conducting programs. Most of these programs are not only for the poor, but the poor are given special consideration.

These services are particularly important for older refugees who may be left alone more in the U.S. than they were in their own countries. Neighborhood community centers are particularly useful. Here they can meet people from their own country. Hot meals may be served and cultural and ethnic activities are encouraged.

Some churches engaged in refugee work establish centers for older people and other refugees. Some mutual assistance associations (MAAs) do the same.

Social Services for Families and Special Needs of People. Many agencies, mostly private non-profit ones, help families with their personal problems and offer counseling. Often these agencies are multi-service and offer one or more, i.e. child welfare, aging, mental health and other specialized services. They are concerned with problems of family breakdown, problems of single men and women, and the abuse and neglect of wives, husbands, children and the aged. A community may not always have all of these services. But voluntary agencies, along with many local government agencies, help families and individuals locate services to rehabilitate and treat people with special physical, mental and social needs.

Resettlement & Sponsorship

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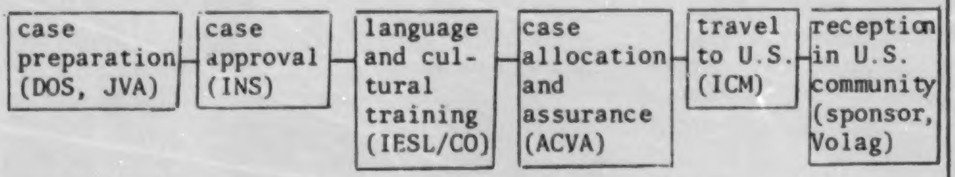
Introduction

When refugees enter a new country with the intention of becoming permanent residents, the responsibility for their successful integration is ultimately their own. Still, they will most likely need some help, at least at the start. Who or what will provide this initial assistance? In the U.S. the response to this question has been the development of a process involving a partnership between the government and numerous voluntary agencies. It has many steps. First, refugees are identified and interviewed under the direction of the U.S. Department of State (DOS) Refugee Coordinator with assistance from Joint Voluntary Agency (JVA) personnel. They are then presented to an officer of the Immigration and Naturalization Service (INS) whose responsibility it is to approve each case for resettlement. If approved, refugees between the ages of 16-55 are enrolled in English language and cultural orientation training classes (IESL/CO). At the same time, their biographical data is sent to the Refugee and Migration Committee of the American Council of Voluntary Agencies (ACVA) which assigns each refugee to a national voluntary agency (hereafter referred to as national Volag), who identifies a sponsor. After completing their language and cultural orientation training, refugees travel to the U.S. under arrangements made by the Intergovernmental Committee for Migration (ICM). Finally, they arrive in a U.S. community and are assisted in their resettlement by their sponsor, local volag office, and/or other voluntary agencies and government offices.

This is a diagram of the process:


case preparation (DOS, JVA)
case approval (INS)
language and cultural training (IESL/CO)
case allocation and assurance (ACVA)
travel to U.S. (ICM)
reception in U.S. community (sponsor, Volag)

Case Preparation

The United Nations High Commissioner for Refugees (UNHCR) and the government of the country where a camp is located are jointly responsible for the administration of the camp. Initial case preparation for any refugee in these camps wishing to resettle in the U.S. is done under the direction of the DOS Refugee Coordinator. The actual interviewing and case documentation is done by JVA staffs.

When a JVA caseworker meets with a refugee, he is particularly interested in learning if the refugee has:

1) any previous association with the U.S. government, a private U.S. company or organization, or with an Indochinese government that existed prior to April 1975.

2) any relatives or friends in the U.S.

3) any education, training or unique skills which would help in resettlement.

4) any preference regarding where--in what geographic location--the refugee would like to resettle.

5) any other facts or circumstances (e.g. history of persecution) that would be important in determining refugee status and resettlement eligibility

This information is recorded on a biographical form which is forwarded to the U.S. if and when the refugee is accepted for U.S. resettlement.

Case Approval

Once the case has been prepared it is presented to a U.S. Government Immigration and Naturalization Service (INS) officer for evaluation. The officer will interview the refugee as well as all accompanying family members and determine whether the case will be approved. Approval means that the refugee(s) meets the definition of a refugee as defined in PL 96-212 (the Refugee Act of 1980) and is acceptable for resettlement in the U.S.

Training Program

Once a case has been approved, JVA forwards the names of refugee family members who are to be enrolled in the Intensive English as a Second Language and Cultural Orientation Program (IESL/CO) to the program implementors in the field. The current locations and program implementors are:

Bataan, Philippines:	International Catholic Migration Commission (ICMC)
Phanat Nikhom, Thailand:	The Consortium. The members are: Save the Children (SCF) World Education (WE) Experiment in International Living (EIL)
Galang, Indonesia:	a consortium composed of: Save the Children (SCF) Experiment in International Living (EIL)

The program entails 12-20 weeks of classroom instruction.

The language and cultural orientation training is designed to prepare refugees for a smoother and faster integration into American communities. Only those refugees between the ages of 16 and 55 and who have been approved for resettlement in the U.S. are eligible to enter the Intensive Program.

Case Allocation and Assurance

While the refugee is in the Intensive Program, his biographical information is sent to the Refugee and Migration Committee of the American Council of Voluntary Agencies (ACVA). The committee is composed of representatives of each of the 12 national Volags which have cooperative agreements with the U.S. State Department to resettle refugees in U.S. communities. They work closely with the Federal government, with state and local governments and with local social agencies, churches and other organizations locating sponsors to assist in resettling refugees in communities throughout the U.S.

National Voluntary Resettlement Agencies. Volags include church related and non-sectarian organizations. Some of these organizations have been involved in resettlement since the 1930's. Some have been assisting immigrants since the 1800s. A current (March 1982) listing follows:

American Council for Nationalities
Service (ACNS)
20 West 40th Street
New York, New York 10018
(212) 398-9142

American Fund for Czechoslovak Refugees (AFCR)
1790 Broadway, Room 513
New York, New York 10019
(212) 265-1919

Buddhist Council for Refugee
Rescue (BCRR)
City of Ten Thousand Buddhas
Talmadge, California 95418
(707) 452-0939
(415) 861-9672

Church World Service (CWS)
475 Riverside Drive
New York, New York 10027
(212) 870-2164

Hebrew Immigrant Aid Society, Inc. (HIAS)
200 Park Avenue South
New York, New York 10003
(212) 674-6800

International Rescue Committee (IRC)
386 Park Avenue South
New York, New York 10016
(212) 679-0010

Lutheran Immigration and Refugee Service (LIRS)
360 Park Avenue South
New York, New York 10010
(212) 532-6350

The Presiding Bishop's Fund for World Relief (PBF)
The Episcopal Church
815 Second Avenue
New York, New York 10017
(212) 867-8400

Tolstoy Foundation (TF)
250 West 57th Street
New York, New York 10019
(212) 247-2922

U.S. Catholic Conference (USCC)
1250 Broadway
New York, New York 10001
(212) 563-4304

World Relief Refugee Services (WRRS)
P.O. Box WRC
New York, New York 10960
(914) 268-4135

National Council of Young Men's Christian Association (YMCA)
291 Broadway
New York, New York 10007
(212) 374-2284

All of these agencies are members of the Refugee and Migration Committee of the American Council of Voluntary Agencies.

The address of ACVA is:

American Council of Voluntary
Agencies (ACVA)
200 Park Avenue South
New York, New York 10003
(212) 777-8210

In addition to the national Volags, two state governments have cooperative agreements with the U.S. State Department, they are:

Idaho State Resettlement Program (IDAHO)
Boise State University
1910 University Drive
Boise, Idaho 83725
(208) 385-3681, 3484

Iowa Refugee Service Center (IOWA)
4626 S. W. 9th Street
Des Moines, Iowa 50315
(515) 282-4334

The ACVA Allocation Process. The allocation process assigns the refugee to a national Volag. The assignment influences where the refugee will eventually resettle. Allocation and assignment are normally accomplished in this way: when the biographical data has been received at ACVA, staff members check to see if there is an "interest card" on file indicating that a potential sponsor, possibly a family member, has already made a request to sponsor a particular case. If a specific request has been made, ACVA will usually assign the case to the Volag familiar with the request. If no record of interest is on file, the case will be considered by all Volags at their weekly or twice-weekly meetings in New York until it is acted on by one of them.

Once a case has been allocated, it is the agency's responsibility to verify if a person's sponsorship offer is still valid, or to arrange for another local sponsorship.

There is a strong chance that relatives who submit sponsorship offers will be the sponsor with whom the refugee will resettle. Refugees who have close relatives in the U.S., who know where those relatives live, will probably be resettled in a nearby area. Refugee families who have no close relatives or potential sponsors already in the U.S. have only a small chance of resettling in their chosen location.

Recently, two other factors have become important in determining the community of resettlement and sponsorship. The first is that ACVA will refrain from resettling refugees in areas which already have a high concentration of refugees. These heavily impacted areas experience a strain on community resources and are often unable economically to assist newcomers in achieving self-sufficiency in a relatively short period of time.

The second is that persons or families receiving cash assistance will not be accepted as sponsors for newly arriving refugees. In reunification cases where the relative is dependent on cash assistance, the local representative of the volags must provide sufficient services or arrange for another sponsor in addition to the relative.

In almost all cases it takes an average of 60 to 90 days from the time the biographical information is submitted to ACVA to the actual receipt of a sponsorship assurance, that is, an offer of sponsorship. The time can be much less. Occasionally it can take much longer. Currently the biographical data for the majority of refugees accepted for resettlement in the U.S., is not submitted to ACVA until after entrance into the IESL/CO program. The program takes at least 90 days.

By the time it is completed, many refugees will already have received their assurance for sponsorship.

Travel to the U.S.

Once a refugee has completed Intensive Program training and JVA has received the sponsorship assurance, the JVA office notifies the Intergovernmental Committee for Migration (ICM). It is ICM's responsibility to arrange transportation for the refugee from Southeast Asia to the U.S. and eventually to the community where the refugee will resettle. The cost for the air fare is advanced to the refugee. The cost is the same no matter where in the U.S. the refugee is bound. (The cost of travel as of May 1982 is U.S. $480.) Before boarding the aircraft, the refugee signs a promissory note that obligates him to repay the cost of the air fare. The collection of this payment is done by the sponsoring Volag.

Reception in the U.S. Community

The Volag or its local representative has the primary responsibility for receiving refugees in the U.S. community. The sponsor may be an individual, a group, or the local Volag itself. Sponsorship methods vary. In general, however, national Volags have used one or another of the following three basic sponsorship models:

1) *Individual Sponsorship*--This is a method in which various aspects of resettlement (teaching how to shop; going to the Social Security office, health office, etc.) are handled by a relative or

friend of the new refugee. Family re-unifications are of this type. It is perhaps the most common form of sponsorship.

2) *Group Sponsorship*--This is one traditional means of sponsorship in which a group (such as a church, synagogue, or a Rotary club) handles the various aspects of resettlement.

3) *Local Agency Sponsorship*--All aspects of resettlement are handled by a local voluntary agency which may be an office or affiliate of a national Volag, staffed with professional resettlement workers and may include bilingual staff members.

The Resettlement Grant

Each Volag, regardless of the sponsorship method it uses, is expected to provide or arrange certain services related to the initial reception and placement of refugees. Currently each national Volag office receives a one-time-only grant of $525 for each refugee in order to meet these client needs. However, it remains up to the discretion of each national Volag to determine how the grant is to be distributed and used. It would be incorrect to tell refugees that any specific distributions or use of grant funds is mandated.

In general, it can be said that resettlement grant monies are intended to enable each national Volag to:

a) meet each refugee at the airport nearest the refugee's final destination and transport him to final, or temporary quarters.

b) provide temporary accommodations, and assistance in obtaining initial housing and essential furnishings.

c) provide food or food allowance as well as other basic needs for up to one month after arrival, or until other resources are available, whichever comes first.

d) provide minimum clothing for the refugee upon arrival, as necessary.

e) register adult refugees for Social Security cards and register any children for school.

f) assisting a refugee to find employment.

g) provide counseling on health services, orientation to the local community, or on any other relevant concerns.

To accomplish these tasks the national Volag may give all or part of the initial resettlement grant to the local sponsor or voluntary agency to be used in helping the refugee get settled in the local community. The monies might be used by the local sponsor or volag to help pay initial home rental costs, establish utilities, buy food, buy household items (utensils, dishware, cookware, cleaning products, sheets, blankets, etc.).

Other agencies use the grant for the production of materials to assist in the search for sponsors or to help promote the cause of resettlement. Some part of the grant may be set aside to be used in cases of emergencies.

Finally, some agencies give a grant directly to the refugee family or jointly to the refugee family and sponsor. This varies in amount.

The Sponsor-Refugee Relationship

How Long? The length of time a sponsor-refugee relationship exists is as varied as the number of types of sponsors and refugees. In most sponsorships the local sponsor or agency can only provide financial assistance to a refugee family for a short period, sometimes lasting about three months. It is hoped that by the time that three-month period has passed that another regular source of income can be generated by the refugee family. Some refugees hear about cases in which the financial needs of a resettled refugee family are partially met by their sponsor for periods of a year or more. This type of long-term financial support is very rare and is more the exception than the rule. In instances where the refugee is granted extra financial assistance, such as a personal loan, by the sponsor for expenses beyond those outlined on previous pages, some sort of repayment schedule should be expected. Any type of loan should be worked out in detail in advance, so that it is understood by both the refugee and the sponsor.

Apart from the temporary and limited financial assistance provided by sponsors, there is usually a moral/helping relationship that may last much longer. This relationship depends as much on the refugee as it does on the sponsor. Often the sponsor-refugee relationship develops into a personal friendship; often it remains more formal with the sponsor more in an assisting role to the refugee's more dependent role; and unfortunately, there are some rare cases where no relationship at all develops. This may occur when the sponsor, for one reason or another, is not free to assist a refugee with his basic needs; or when the refugee suddenly departs for a new city or state.

It should also be noted, however, that regardless of how the immediate sponsor/refugee relationship turns out, there always exists a more formal relationship between the refugee and the national Volag. This formal relationship can and should be used by the refugee whenever a situation such as sponsorship abandonment occurs. On the other hand, this direct refugee-to-national link should not be used too often without just cause. Each national Volag is now required to have a local or regional representative. The refugee should learn the name, address and telephone number of this representative from the sponsor.

Therefore, whenever possible, a refugee should turn first to the local sponsor for help; next to the local/regional office; and finally if there is no help forthcoming, to the national office itself. In many communities there will be local social service agencies which are not officially connected with national refugee resettlement agencies. In addition to serving local residents, these agencies may prove helpful to refugees.

What the Refugee Can Expect. The sponsor-refugee relationship normally begins from the moment the refugee family arrives at their final destination, the community where they will be living. Usually a sponsor or resettlement worker will meet the refugee family at the airport closest to the community where they will initially settle and will accompany the family to the housing which has been prepared for them. Occasionally a refugee family will not have available housing at the time of their arrival. These families may stay temporarily in a hotel arranged and paid for by a voluntary agency or sponsor, in a temporary house provided by a voluntary agency or a local mutual assistance association (MAA); or, the refugee will be housed with another refugee family, relatives, friends, or with someone else in the community. Time spent in such a temporary living arrangement will vary.

The majority of refugees who go to the U.S. will find, however, that the sponsor or local Volag office will have prepared for their arrival long before they even leave the refugee camp. Usually the sponsor or Volag will have already rented a house or apartment where the refugee can live. They will have provided some minimal furnishings such as beds, table and chairs, lighting, dishware, cookware, eating utensils, bedding, blankets, and towels. They will have provided either the initial stock of food stuffs, or have cash available to purchase food. They will have provided cleaning products or cash to purchase those products used for both personal hygiene and household cleaning.

In addition to providing or helping to provide actual products or facilities for the refugee family's use, local sponsors or resettlement workers from Volags or MAAs are usually available to help refugees find their way around their new community. This means that the local sponsor or resettlement or MAA worker will:

a) take working age refugees to the local Social Security office in order to apply for a Social Security card.

b) take the refugee family shopping, show them where to go to buy particular items (foodstuffs, especially foods like fish sauce or sticky rice).

c) help the refugee family learn to use the local public transportation system (bus or rail) and teach the refugee the routes to get to and from their home and other specific locations.

d) help the refugee family become familiar with other community services available in their area by:

   - taking them to the public health office for check-ups and possible follow-up treatment for continuing medical problems such as tuberculosis.
   - registering the children in school.
   - finding English programs or vocational training programs for family members still in need of help, identifying private programs when such public programs are unavailable, or even volunteering to provide private tutoring. Usually the special ESL or training programs for refugees will exist only in cities, towns, or counties which have larger refugee populations already established.

e) spending time with the refugee family and helping them learn more about living in an American style home; showing them the specific peculiarities of their home; or showing them what may be dangerous.

f) sometimes visiting with the family to answer questions or just trying to help them feel that they are now part of the new community.

g) being available to assist the refugee family in case of emergency (i.e., taking them to the hospital)

h) assisting refugees in their efforts to find employment.

It is important to remember that each local sponsor or resettlement worker might do some all, or none of the things that have been described above. Since there are no rules or regulations established for a local sponsor, but only very loose guidelines, it is difficult to say exactly what kind of assistance a refugee might have in America. It is important to stress that the ultimate responsibility for accomplishing the various tasks that are expected of him must rest with the refugee himself.

What the Sponsor Will Expect. A resettlement experience can be determined as much by the refugee as by the type of sponsorship, the Volag, or any other factor. The refugee going to America should be aware of the fact that one commonly stressed attitude that will be expected to be displayed will be "self-reliance". While the sponsor or local Volag resettlement worker will try to point the refugee in the right direction, and help the refugee understand the differences between life in America and life in his native land, that same sponsor or resettlement worker will still expect the refugee to do many things on his own.

Soon after arrival and settling into a house or apartment the refugee will be expected to clean and take care of the premises, furnishings and appliances, with little help from the sponsor or resettlement worker beyond a one-time introduction or demonstration in "how-to". After being shown where to shop for food and shown the differences in foods, packaging and costs, the refugee will be expected to shop on his own without always having someone around to explain or do things for him. The refugee will be expected to budget any money, learn how to get from place to place, learn to communicate with neighbors or friends, learn how to use modern appliances and so on.

Most sponsors and resettlement workers will expect an employable refugee to take a job and begin to earn a living. If language training is needed the refugee will be expected to study in addition to working. Children are required by law to go to school; adults are expected to learn to speak English.

Mostly, the refugee will be expected to try to "learn to live" in the modern U.S. society, and to be able to live in that society without always needing a "sponsor" close by. He will be expected to try to learn to live in a society quite different than the one he came from. The refugee will be expected to learn to rely on himself and to provide for his family.

While it is understood by most sponsors and resettlement workers that the experience of a refugee is a difficult experience, and that the adjustment will take time, the sponsor and resettlement worker expect the refugee to become self-supporting as quickly as possible.

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Center for Applied Linguistics
Southeast Asia Regional Service Center

Southeast Asian and American Attitudes

A Cross~Cultural Guide

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ABOUT THIS GUIDE

This guide has been prepared for the use of teachers in the Southeast Asian Intensive English as a Second Language and Cultural Orientation Program. It accompanies the Cultural Orientation Curriculum Lesson Guide which consists of "teaching point" topics addressing the important difficulties that may be encountered by a newcomer to the United States.

The refugee program has recognized five major cultural groups within the refugee population in Southeast Asia. They are the Vietnamese, the Cambodians, the Hmong, the Lao and the Chinese. In fact, within the geographical boundaries of former Indochina are many, many different linguistic and cultural groups. The goal in describing a general cultural pattern should not be construed as an attempt to force all the people in Southeast Asia into one mold, but rather to extract those characteristics which appear to be generally true for all of them.

Likewise, no comment on general American attitudes can hope to represent the diverse subcultures across the United States. Just as in Southeast Asia, many differences in attitudes and behavior can be observed between the rich and the poor, the young and the old, the highly educated and the less educated, and between rural and urban people.

The guide is divided into two parts: the first provides notes that illustrate some Southeast Asian and American attitudes and perspectives pertinent to the curriculum topic areas; the second provides discussion questions aimed at developing a greater understanding and sensitivity to the differences noted in part one. More specifically, the charts in part one are divided into two major sections. The first, called "Overviews", describes various attitudes, expectations and behaviors common to Americans and Southeast Asians for each of the selected curriculum topics. The generalized statements in the American overviews column might more specifically be said to represent middle-class notions concerning each of the topics. The statements in the Southeast Asian overviews column are perhaps most representative of people coming from traditional, rural backgrounds. It would be easy to find exceptions to many of the generalized statements in both the American and Southeast Asian columns. That goes without saying. The overviews columns nevertheless provide a point of reference or framework within which agreements or exceptions to the generalized statements can be explored.

The second section of part one, entitled "Caricatures", notes some of the observations that Americans and Southeast Asians are likely to make about each other and about the generalized statements that are contained in the overviews columns. The American caricature, then, might be how an American reacts to the statements, perceptions or behavior outlined in the Southeast Asian overviews column. The Southeast Asian caricature, on the other hand, may describe how a Southeast Asian reacts to the general statements contained in the American overviews column. Again, it would be easy to identify exceptions to the statements that are made. Caricatures are, by definition, exaggerations or distortions. Nevertheless, it would not be difficult to identify individuals who do agree with each statement that is made, no matter how extreme it may seem.

In general, the purpose of part one is to aid the teacher in developing an understanding of general cultural attitudes which may differ or be in conflict for Southeast Asians and Americans. It is not an attempt to describe or represent the whole range of differences among individuals and among cultures.

Part two of the guide consists of suggested discussion questions for each major topic area. They deal with both general and specific issues. The teacher is encouraged to adapt and expand them according to the level and needs of his students.

Ultimately, the benefit of this guide should be to help both student and teacher recognize and accept cultural differences, and use this knowledge to make resettlement as easy and productive as possible. The social and economic benefits which accrue to each immigrant, accrue in like measure to society as a whole.

Arthur G. Crisfield
J. Patrick Redding

Part One

Overviews and Caricatures

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CLASSROOM ORIENTATION

1. Names and Name Order

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
In the U.S. the last name preceded by Miss, Mr. or Mrs. is used in formal situations. The first name or nickname is informal and is used whenever possible. Being on a first name basis may be a symbol of equality. Children are often named for a parent, relative, or well-known figure. Sometimes a name is selected because it sounds good.	A SE Asian may have several names. The one used depends on the degree of intimacy. The name is nearly always preceded by a kinship term or honorific to show the degree of intimacy or formality and to show hierarchical relationships. Nicknames are not made up for someone indiscriminately and names are not "played" with. Sometimes children are not given a name until well after birth when more is known about their personality or character. These traits might then be reflected in the chosen name.	Americans consider SE Asians too formal when using Miss, Mrs., or Mr. with first names. It is felt that Asians are oversensitive about their names.	SE Asians consider Americans too informal in the use of names. They think Americans do not show enough respect to elders or superiors.

CLASSROOM ORIENTATION

2. Greetings

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
American greetings are usually quick and breezy. They show self-confidence, independence and equality. They are often accompanied by handshaking, and other forms of bodily contact.	SE Asian greetings usually serve to confirm the status of individuals within the social hierarchy. Respect is shown to elders and superiors. Greetings are sometimes accompanied by formal gestures.	Americans sometimes interpret an exaggerated show of respect as demeaning or lacking in confidence.	SE Asians are likely to interpret American greetings as rude, and disrespectful. Touching someone of the opposite sex is considered improper.

CLASSROOM ORIENTATION

3. Teacher/Student Roles

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
The teacher is expected to create an environment which allows a student to fulfill his potential. A student is encouraged to surpass the accomplishments of his elders. He is expected to motivate himself for his own good. The American ideal is to do, to achieve, to be a "success" and to fulfill one's potential through hard work, effort and optimism. One should take an active part in his own education as a means of "getting ahead." The duty of the teacher is to show the student the way to develop his mind and his talents. Thus the responsibility is partly the student's and partly the teacher's. Americans usually prefer to be direct and will confront people and issues to save time and to "know where you stand." Students are encouraged to ask questions and discover things on their own.	The teacher and student are in a hierarchical relationship. The teacher is the source of tradition and continuity in society. He is a role model. It is his duty to transfer his knowledge, morals, and behavior to his students in the most complete and entertaining way possible. Asians prefer to be indirect and subtle, to avoid questions which might embarrass the teacher, or which indicate that the student does not understand.	Americans feel that a formal learning environment inhibits the development of creativity and expression. They think that a silent student is disinterested, unmotivated or lazy. Americans might say that in Asia *yes* means *maybe* and *maybe* means *no*.	SE Asians feel that too much freedom in the classroom leads to chaos in society. A student who questions or challenges the teacher is rude and disrespectful SE Asians feel that a person can cause discomfort and embarrassment when he requires someone else to respond negatively. *A timid student will not attain knowledge from his teacher; a bashful lover will not attain favors from his mistress.* (Lao proverb)

CLASSROOM ORIENTATION

4. Time Planning: Schedules and Appointments

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
Americans view nature as mechanistic and scientific. With enough knowledge and planning, things can be manipulated and changed for the better. Americans have a sense of manifest destiny. Most believe there is only one life to live, therefore time is of the essence. Americans expect time use to be exact, activities scheduled and people to be punctual. Time is spent and used wisely or it is wasted and lost. The quicker something is done, the better. Time is money. Change is good. New is better than old. What is past is past, never to occur again.	In SE Asia, time is viewed to pass in cycles. The future is composed of recombinations of the past. One should try to be in harmony with others and with the natural world. The manipulation of time and events may offend the spirits whether they be bodily, worldly or heavenly. Time is passed less by the clock than by the seasons of planting and harvesting or by the cycle of rituals and festivals. Time is allowed for people rather than for things or activities. Work and play may be intertwined since all life's activities should be enjoyed. How time is spent often depends on mood. Spontaneity is more highly favored than scheduling. Many things may be left to luck, coincidence or fate.	Americans may view the SE Asian concept of time as wasteful, lackadaisical or purposeless. People who come late or do not show up are unreliable and cause others to waste time. Work is delayed. SE Asians place more importance on spending time with people than on following a schedule or getting the job done.	SE Asians regard the American view of time as too busy, too rushed, too machine-like and unnatural. They might regard rigid planning as disrespectful and unaccomodating to a harmonious relationship with people and with nature. When people come late or break appointments, Americans get angry and rude but do not try to understand the reason why. *It is difficult to win a friend in a year; it is easy to offend one in an hour.* (Chinese proverb)

COMMUNICATION

1. Uses of the Telephone/Long Distance Calls

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
The telephone is highly regarded as a device to save time and money. There are only a few times of the day when it might be considered inappropriate to call others: early in the morning, late at night, or during the dinner hours. Staying in touch with faraway friends and relatives via the telephone may be infrequent because of the expenses involved. Americans try to restrict what long distance calls they do make to times when reduced rates are in effect.	The telephone offers certain advantages in being able to communicate rapidly and over long distances with others, but it is felt to be inappropriate for conveying certain messages which could be communicated in person. A neighbor should not be invited to a social function over the telephone if it is possible to extend such an invitation in person. The telephone, therefore, is regarded as a necessary substitute when personal contact is impossible. Since the maintenance of interpersonal relationships is all important to the SE Asian, long distance calls are likely to be made when the mood strikes, and not necessarily when lower telephone rates are in effect. These calls may be frequent and lengthy.	It seems to Americans that SE Asians make long distance calls indiscriminately without regard to cost.	The SE Asian feels that making long distance calls only when rates are low, makes the use of the telephone too business-like and impersonal.

2. Directions and Map Reading

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
Being oriented to one's surroundings is considered important. Skill in giving and following directions and in map reading is highly valued. Getting from one place to another on one's own demonstrates self-reliance and independence.	One is oriented to one's surroundings through knowledge of landmarks or physical structures. There is less use of scaled representations such as maps. One is normally accompanied to unfamiliar places by friends who help show the way.	SE Asians who expect to be accompanied wherever they go, do not realize how busy others can be.	SE Asians think that giving directions instead of showing the way, demonstrate a lack of concern for newcomers. *When you release a turtle, make sure it reaches the pond.* (Lao proverb)

HOUSING

1. Comparing Housing

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
Americans value mobility, independence and privacy. Most U.S. housing is designed for the small nuclear family consisting of parents and minor age children. Geographical and occupational movement is frequent so housing is often temporary. Parents expect their adult-age children to leave home and live elsewhere. Children are raised to want to be able to *make it on their own.* Americans prefer to have their own bedroom, and space where they can find time to be alone. One shares his free time with those in his group or club, not necessarily with his neighbors.	SE Asians value permanence and interdependence. A family may have lived in the same village for centuries. The house is usually occupied by people from at least three generations. Married sons and daughters and their families are expected to stay with or adjacent to their parents. Housing is often open and expandable. A large family would prefer to squeeze into a small house than to separate into different dwellings. Guests are easily accommodated. Neighbors share the space surrounding their homes and join together in group activities.	Americans are likely to regard SE Asian housing as confining and impractical. The extended family requires a large house, and limits mobility and independence. *Good fences make good neighbors.* (American proverb)	SE Asians regard American housing as too compartmentalized and impersonal. When life is restricted to the nuclear family, it is no fun. Too much moving about makes people rootless and insecure. People have little contact with their neighbors.

HOUSING

2. Economical Use of Energy

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
Natural resources are to be managed and harvested. Americans who value thrift and conservation are careful not to waste water, gas and electricity. Their savings can then be budgeted for other uses.	The supply of nature's bounty is recognized to ebb and flow, but natural resources are thought to be essentially unlimited. SE Asians are likely to look upon the use of public utilities as they would a natural resource. When something is abundant, use it freely; when it is not, use little or do without.	Americans would view unbridled use of utilities as wasteful. It shows a lack of planning and saving for the future. *Waste not, want not.* (American proverb) *A penny saved is a penny earned.* (American proverb)	SE Asians are likely to view exaggerated concern with waste and planning as stingy and unnecessary. *There is always fish in the waters and rice in the fields.* (Lao proverb)

HOUSING

3. Storing Food

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
Americans prefer dishes that can be prepared quickly so that time can be spent on other activities. The wide use of refrigerators and freezers allows perishables to be stored for long periods, and marketing can be limited to one day per week. Most American housing has ample storage space so that food items can be purchased in bulk, allowing savings in both time and money.	An extraordinarily wide variety of dishes and methods of cooking are found in SE Asia. Food preparation and eating are social events To entertain guests is considered a delight and a privilege. Great importance is placed on freshness, taste and texture. People are accustomed to gathering or buying fresh food everyday. Prepared food that is not eaten at once is usually thrown away or saved only until the next meal. In order to store foods, they must be dried, smoked, salted, pickled or candied.	Americans consider SE Asian food shopping and food preparation practices extravagant and time wasting. *Eat to live.*	SE Asians consider much of American food tasteless and improperly cooked. The many time-saving appliances are often thought to detract from the taste and texture of fresh foods. Too much effort is spent on saving time and money at the expense of the palate. *Live to eat.*

HOUSING

4. Finding a Place to Live

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
Americans seeking a place to live are motivated by affordability, convenience and privacy. More desirable locations are accessible to work, schools, shopping and transportation. Security within the neighborhood is also a prime concern. An ideal American home would be divided into a living room, dining room, kitchen, bathroom, bedrooms, and possibly a family room. Children would have their own bedrooms.	SE Asians seeking a place to live are motivated primarily by permanence. One would want a home where one could establish good personal relationships with the neighbors, and become a part of the community. In selecting a place, the SE Asian is likely to be guided by one's feelings about the relationship of a building to its natural surroundings. The aura of a place may be more important than its price or practicality. One would probably avoid a house where someone had been taken gravely ill or had died.	In America, career success often depends on one's mobility. Permanent residence and involvement with neighbors and relatives outside the nuclear family may be a barrier to attaining one's full potential. Concern about the aura of a place seems superstitious and irrational.	SE Asians feel that Americans are overly concerned with material convenience, and insensitive to spiritual and emotional needs. So much movement is distructive of lasting friendships. The desire for independence and privacy seems to deny the benefits of sharing and building interdependent relationships. *Better to be confined by one's house than to be confined by one's feelings.* (Lao proverb)

HOUSING

5. Tenant/Landlord Responsibilities

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
Since *time is money* and vacant property earns no income, landlords require deposits, rent in advance and notices before moving. To save time and money, a landlord deals with the renter through notices in the mail. The landlord expects to be notified when repairs and alterations are needed. Great importance is given to respect for private property and the right to privacy. People are expected to keep their property clean and tidy and to be considerate of their neighbors.	Most SE Asians prefer dealing with problems as they arise. Since conditions can change, rules and agreements may become obsolete. Understanding is possible only through frequent personal contact. More merit is earned by those who share property than those who amass property. Neighborhood life should be open and social activities enjoyed by all.	The SE Asian emphasis on personal interaction is inefficient and impractical. Verbal agreement can be dangerous. Rules are of no use if they are constantly being reinterpreted. Involvement in neighborhood life can be time consuming and entangling.	American emphasis on rules overlooks people's feelings and reasons for their actions. Americans are too impersonal and overconcerned about property and possessions. Too much privacy leaves people without emotional and physical security.

EMPLOYMENT

1. Attitudes Toward Work

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
In America, one is judged primarily by one's work. Status is achieved, not inherited. In the open class system, one can start at the bottom and work up. The more one works, the more one can accomplish. Effort and enthusiasm are rewarded. Americans admire the one who achieves success on his own.	In SE Asia, one is judged primarily by family background. One's status and level of education determine one's work. One may advance to higher levels of responsibility, but is likely to stay with the same organization all of one's life. One does not tempt fate by aspiring beyond one's station or means. One's duty is to play out one's life role in harmony with the surroundings and place in society. For rural SE Asians, work is not easily distinguished from other activities. Work and play are intertwined. The urbanite may be more accustomed to a specific job with regular work hours.	Americans feel that hierarchical social structure does not permit individual growth and advancement. Too much emphasis on status prevents a competent person from getting ahead. There is little incentive to compete, learn and improve.	SE Asians feel that Americans place so much emphasis on work that they do not enjoy life. They expect too much of an individual. People are urged to set personal goals which may be unrealistic. Taking a job beneath one's status in order to climb the economic ladder is degrading.
		If it's worth doing, it's worth doing right. (American proverb)	*If it's enjoyable, it's worth doing.*

EMPLOYMENT

2. The Job Interview

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
In America the job interview is normally an opportunity for the applicant to demonstrate self-confidence, enthusiasm, and willingness to work. The applicant is expected to talk about his abilities, his education, his past work experience and his hopes and plans for the future. The interviewer would expect the applicant to ask questions about his job responsibilities, about other concerns pertaining to the job, and about opportunities for advancement.	In SE Asia the job interview is often a formality. Usually one secures employment through an intermediary such as a friend or relative. The applicant is expected to show respect, gratitude and humility. The employer expects that in exchange for hiring the applicant, he would have the applicant's loyalty and his willingness to conform to the demands made of him.	Americans often assume that the submissive attitude of the SE Asian such as avoiding direct eye contact, indicates a lack of enthusiasm, confidence and the desire to work hard.	The SE Asian would regard the self-assertive approach in a job interview to be improper behavior toward a prospective superior.

EMPLOYMENT

3. The Work Place

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
In the American workplace where time is carefully planned and scheduled, breaks, leaves and vacations are arranged according to the most efficient use of time and the demands of production. Employees are expected to give ample notice of any need to make changes. Mealtimes and work schedules are often staggered in order to maximize production. It is the responsibility of the employee to tell the employer when he is unable to perform his tasks efficiently.	In SE Asia, normally, time is not rigidly scheduled. Mood may determine the length of a break or whether it is taken at all. Vacations are often taken by all employees at the same time. If an employee's job performance is deficient, it is the responsibility of the employer to try to understand why. Absences due to ill-health or other reasons are often explained after the fact. Employers tend to be tolerant of those who fail to give notice of their intention to resign.	Americans recognize that you cannot separate an employee's feelings from his efficiency on the job. Nevertheless, emphasis must be given to efficient production. An employee must not allow non-work-related concerns to interfere with his job performance.	SE Asians feel that employees will be most productive when the workplace fosters happy and harmonious relations.

EMPLOYMENT

4. On-the-Job Relationships

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
American employers maintain friendly relations with employees and avoid getting involved in personal or family matters. Employees expect to be heard out when they have grievances or suggestions, but such matters may often be channeled through a spokesman or union representative. It is expected that employees will conform to decisions and policies of the workplace. American employees are expected to cooperate with one another to maintain on-the-job efficiency. Friendships are not necessarily formed with one's fellow workers, but rather in clubs or other groups outside the workplace.	SE Asian employers are expected to maintain social distance from employees. They are expected to advise or help if special problems arise, even those outside the workplace. The employer is expected to recognize differences in ability and personality when assigning tasks. The employee expects the boss to look out for his interests, anticipate problems, and take action to maintain good working relationships between employees. Employees are likely to form strong friendships with their fellow workers.	Americans think that SE Asians are unable to subordinate personal concerns to the task of the group. An employee should take care of his personal affairs himself and on his own time.	SE Asians feel that Americans do not place enough importance on harmonious relations among employees.
		Majority rules.	*If you are a prince, love your subjects;* *If you are a superior, love your subordinates;* *If you are a grandfather, love your grandchildren,* *If you are a headman, love your villagers.* (Lao proverb)

CONSUMERISM & FINANCE

1. Shopping in America

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
In the United States, emphasis on efficiency has developed a system whereby a person can do all the marketing for a week at a single stop. This not only saves time, it saves money and energy as well. Greater value is placed on convenience and ease of access to the market than on quality of merchandise. Purchasing used items, whether it be furniture, clothes or books is accepted as an economical way of shopping.	In SE Asia, the market is not only a place to shop, it is an important place to exchange news and information. Shoppers like to build up a relationship with vendors so that they can obtain special items on important occasions. More importance is placed on the freshness and taste of food than on nutrition or economy. Getting a good buy requires bargaining. But it is not only a means of lowering the price, it is a source of amusement and satisfaction.	Bargaining is awkward and embarassing. Quibbling over the price of every item is too time-consuming.	SE Asians feel that there is much more to shopping than convenience and efficiency. American stores are sterile and lack personality.

CONSUMERISM & FINANCE

2. Personal Finances

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
Most Americans can rely on a steady income paid to them at set intervals. This allows them to plan or to budget their expenses. Bank accounts are a way of life for most Americans. Checks or credit cards are the usual forms of payment for most expenditures. Many personal transactions are handled automatically by banks. Americans may never see the person who receives payment for various bills such as rent, utilities and the telephone.	For many people in Asia, cash income is neither steady nor even necessary. Many basic necessities are produced at home. Though urban dwellers are familiar with the services of banks, most SE Asians are more used to a cash or barter economy. Any substantial savings would normally be converted to gold. Both wages and bills are usually paid in cash. Most financial transactions are done in person.	SE Asians do not seem concerned about budgeting. They do not realize how important it is to plan for the future.	Americans over emphasize planning for the future. They do not recognize the need for spontaneity in the enjoyment of daily life.

COMMUNITY SERVICES

1. Comparing Community Services/Public Assistance

OVERVIEWS		CARICATURES	
American	**SE Asian**	**American**	**SE Asian**
Traditionally, Americans have thought that the life and progress of a community depend on the support and participation of its citizens. Not only taxes, but private funds and volunteer efforts provide essential services and support for newcomers and those in need. The ultimate aim of social programs is to assist individuals to become self-sufficient and independent. People are expected to avail themselves of those services only when they are necessary, and only for temporary periods of time.	In SE Asia, the family has traditionally operated as a self-sufficient unit. The family both provides for and makes demands of each of its members. Government services are not always dependable. When they are available, a person should take advantage of them. Since they are impersonal, there is no obligation to pay back.	People who abuse public assistance are dishonest. They benefit at the expense of others who may be in real need. Many Americans feel that refugees are receiving an inordinate amount of aid compared to other immigrants and others in need.	Americans are naive to think that easily accessible social assistance programs will not be abused. *When the water rises, rush to dip it up.* (Lao proverb)

COMMUNITY SERVICES

2. The American Educational System

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
In the United States, education is considered essential for technological innovation, change and progress. It is also the most important means for individuals to become independent and upwardly mobile. Practical education is favored over pure academics. Americans feel that education is of greatest value when it is coupled with on-the-job experience.	In SE Asia, education and learning are highly valued. They are the best path to higher-status career positions including those in the civil service, medical professions and in teaching. Simply being a student gives one status. At the elementary level, education emphasizes traditional wisdom and seeks to maintain continuity in morals and customs.	Americans feel that learning is fine and dandy, but without practical application it is useless. New arrivals in the U.S. should take what jobs are available and seek continued education or vocational training on-the-job or after work hours.	People should pay greater respect to learning and scholarship. Americans do not recognize the education and experience already attained by many refugees. They expect everyone to start at the bottom of the economic ladder.

COMMUNITY SERVICES

3. Legal and Illegal Activities in America

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
Americans believe that rule by law maintains civil order and guarantees equal justice for all. In a democracy, citizens can participate in the rule making process. Social progress depends on the involvement of concerned citizens. American law has consistently guaranteed and protected the right to private property. The use of someone else's property is not made without permission.	SE Asians regard rules and regulations as impositions from the outside for the benefit of officials and the government. Respect for the law is subordinate to one's responsibility to family name and honor. Law enforcement officials are looked upon with suspicion. In the village, elders normally discuss each crime until a consensus about the cause and disposition of the case can be determined. For many SE Asians, the use of public property may not be well-defined.	Rules and regulations are established for the good of the group. SE Asians take them too lightly. They do not have respect for other people's property or privacy.	Americans have too many rules and regulations. They are too inflexible. *Propriety governs the superior man; law, the inferior man.* (Chinese proverb)

1. Medical Services in America

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
Americans make routine use of medical services in times of illness or injury. They place great value on the cleanliness and efficiency of medical facilities. Rules and regulations that limit visiting hours are considered essential in allowing medical personnel to do their jobs efficiently and effectively.	Most SE Asians do not have access to modern medical facilities. There is widespread use of herbal medicines and traditional forms of treatment. SE Asians feel that the sick and infirm need the concern and attention of relatives and friends and therefore would expect to remain with a patient day and night.	SE Asians do not realize the importance of having medical problems treated immediately by trained personnel.	Americans make inordinate use of doctors and medical services. Too little attention is given to the emotional needs of a sick person.

HEALTH & SANITATION

2. Health Care in the Home/Maintaining Good Health

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
Americans make use of modern medical services on a regular basis for the maintenance of good health. Both children and adults are likely to have regular physical and dental checkups. Most Americans take advantage of preventive medical services such as pre-natal care, immunizations and other types of periodic examinations. Good health is aided by exercise and large numbers of Americans are involved in individual or group physical fitness programs. Americans also place great value on personal hygiene as a way of maintaining good health. Many kinds of counseling centers are available for those with emotional and psychological problems.	SE Asians believe that one's physical and emotional well-being are intertwined, and that good health is dependent on maintaining harmony with the natural world and one's fellowman. Traditionally, village doctors played the role of intermediary between the spiritual and physical worlds. Though most SE Asians may have no qualms about using modern medicines they may be hesitant to visit a doctor until their condition is grave. For many SE Asians, strenuous physical exercise is a part of their daily work. They also maintain good health by eating a varied diet abundant in fresh vegetables and fruits.	People should accept the accomplishments of modern medicine in the maintenance of good health. It is irresponsible to allow superstitions or a resignation to fate to interfere with good health practice. *Cleanliness is next to Godliness.* (American proverb)	People should not try to control nature. Attention must be given to the interaction between the physical and spiritual worlds. *Man can cure disease, but not fate.* (Chinese proverb)

3. Family Planning

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
Economic concerns are the major consideration in family planning for most Americans. In America, there is a growing belief that worldwide population control is a necessity.	SE Asians believe that children are a source of joy, economic security and comfort in old age. For many people who have recently lost families, the urge to rebuild is strong.	People with large families are irresponsible. They do not understand the impact or consequences large families have on society.	People should not try to interfere with or manipulate natural events. Americans do not seem to recognize the benefits produced by the interaction of children and the elderly.

LIFESTYLES

1. Women in America: Lifestyle Choices and Opportunities

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
In the last few decades, more and more women have taken jobs outside the home. There has been a corresponding increase in numbers of women seeking higher education, taking jobs traditionally held by males, and living independently. This movement from the traditional female role as wife and mother reflects the drive for women to take an equal role with men in American society.	In the division of labor, as wife and mother, a woman's primary responsibility is to the care of her home, her husband and her children. Traditionally, women have been expected to maintain stricter moral standards than men. Access to higher education and professional careers normally reserved for males is a relatively recent phenomenon.	Americans feel that SE Asians are tradition-bound and not willing to accept change and progress. They think that Asian women are subservient to men.	SE Asians feel that American women are not modest enough, and are too independent and aggressive. They feel that women in American society have abandoned their traditional role to the detriment of the family.

LIFESTYLES

2. Living in a Multi-Ethnic Society

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
America has been a multi-ethnic society since the 17th Century. The idea of America as a "melting pot" with its implied notion of homogeneity and equality contrasts with the unfair treatment of people of "color" that has persisted since the nation's beginning. Racial differences and economic inequalities continue to contribute to tension and misunderstandings between different ethnic groups.	Most communities in SE Asia are likely to have two or more ethnic groups within their population. Though some of these groups have had political and economic differences, many have lived together to their mutual benefit for centuries. Different choices of habitat and way of life have allowed the many groups to maintain different linguistic and cultural patterns up to the present.	Americans feel that in order for SE Asians to resettle successfully, they must adapt to American ways.	SE Asians think that Americans will deprive them of the opportunity to preserve their heritage.

LIFESTYLES

3. Family Structures

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
The desire to be independent and the necessity to be mobile in order to pursue career opportunities have reduced the typical family unit in America to parents and unmarried minor children. Once children leave the home, regular contact may or may not be maintained with parents. Economic pressures have forced more and more women to take jobs outside the home, creating changes in traditional family roles.	The typical SE Asian household may include members of several generations as well as other relatives living together as an extended family unit. Each member is expected to contribute to the welfare of the group and to uphold the honor of the family. The SE Asian family is an economic unit that is both interdependent and self-sufficient. Women take domestic and financial responsibilities. Men are the wage earners and the representatives of the family in public.	Americans regard the SE Asian family as too interdependent. Children are not prepared to become self-reliant and self-sufficient. The restrictions imposed on the individual by the rigid family structure do not allow for free and independent expression.	SE Asians think that Americans do not recognize the importance of the family as a source of emotional and economic support. Americans are unwilling to take responsibility for the actions of other family members.

LIFESTYLES

4. Parent-Child Relationships

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
A primary motivation of the American parent is to help his child become self-reliant and independent. The child himself has many opportunities to exercise his independence through school and extra-curricular activities, as well as community youth programs. Because of the considerable amount of time children spend with other children, peer group pressure is a major force in a child's socialization. Parents are intermediaries between their children and various social institutions such as the schools. Final authority over the child's welfare resides primarily with the parents but the child's individual rights have precedence if parents abuse this authority.	In the hierarchical structure of the SE Asian family children are not regarded to have special rights or privileges. They are, however, seen as important and contributing members of the family, and receive constant attention and affection from older family members. They are expected to remain close to their parents and fulfill their responsibilities to them and other family members, throughout their lives.	Asians are too over protecting of their children. The constant attention and pampering of infants stifles their self-reliance and creativity.	American children are given too much freedom and independence and not enough responsibility. They do not learn to show proper respect to their parents and elders.

SPONSORSHIP & RESETTLEMENT

1. Refugee and Sponsor Expectations/What is Sponsorship?

OVERVIEWS		CARICATURES	
American	SE Asian	American	SE Asian
For Americans, being a sponsor is a chance to show the volunteer spirit. There is a sense of pride in helping others. A sponsor expects his efforts to be recognized and appreciated. Emphasis is placed on the material and institutional needs of the refugee. After these needs are met, the American would tend to believe that his obligation has ended. The sponsor is guided by the expectations that the refugee himself would want to become self-sufficient and independent as soon as possible. The sponsor assumes that when he does not hear from the refugee, that the refugee's needs have been met.	For SE Asians the obligations of a sponsor would normally be assumed by one individual. Though others may share the work involved with such obligations, it is the one individual who is responsible at all times. Such commitments are usually unlimited in both time and involvement. Emotional needs are given as much attention as material needs. The refugee looks upon the sponsor much the same as he would look upon a guardian. The sponsor would be the one to anticipate the refugee's needs. The refugee would expect frequent calls or visits by the sponsor inquiring after his welfare.	Refugees seem to expect a limitless commitment by the sponsor. They avoid taking responsibility for their own welfare.	SE Asians feel that Americans approach the obligations of sponsorship in a task-oriented manner. They do not recognize the necessity to forge an open-ended commitment to both the emotional as well as the material well-being of the refugee.

Part Two

Discussion Questions

CLASSROOM ORIENTATION

1. What names and forms of address would be appropriate for greetings in various situations?
2. How does one show respect in greeting another?
3. How does one show confidence in greeting another?
4. What indicates a lack of sincerity on the part of one person who is greeting another?
5. What indicates a lack of confidence on the part of one person who is greeting another?
6. Are there any taboos in the use of personal names or nicknames for Southeast Asians or for Americans?
7. How does a teacher know if a student is confused or has misunderstood?
8. What expectations does a community have of a teacher?
9. How does education differ in rural and urban areas?
10. What responsibilities do parents have toward the education of their children?
11. For Southeast Asians and for Americans, when is it important to be on time?

COMMUNICATION

1. When is it appropriate to contact someone in person and when is it appropriate to use the telephone?

2. Compare how Southeast Asians and Americans view the concept of 'finding your own way".
How does this apply to finding your way around? How does this apply to making career or life choices?

3. What problems might develop for an individual in a society that emphasizes independence in decision making?

4. What problems might develop for an individual in a society that emphasizes interdependence in decision-making?

HOUSING

1. How important is permanency in housing?
2. What are the implications of relocating one's home and family at frequent intervals?
3. How does the design of a home affect the interaction of the family?
4. How do Southeast Asians and Americans view the availability of natural resources? How does this relate to consumption and conservation?
5. How does climate affect food supply and consumption?
6. How does urban versus rural living affect food supply and consumption?
7. What are the differences in maintaining a personal rather than an impersonal relationship between a tenant and a landlord?

EMPLOYMENT

1. In Southeast Asia and the U.S., what kinds of work are prestigious and why?
2. What is the difference between confidence and arrogance in an interview?
3. What is implied by job success in the U.S. compared with Southeast Asia?
4. What factors are important in determining job advancement? What effect does job advancement have on an individual's family and lifestyle?
5. Identify some on-the-job practices which illustrate the dictum "time is money". How might this affect interpersonal relationships?
6. Discuss competition in the workplace in Southeast Asia and in the U.S. How do others regard the competitive individual?

CONSUMERISM AND FINANCE

1. In Southeast Asia and in the U.S., what factors determine consumer choice?
2. Discuss the relationship between buyer and seller in Southeast Asia and in the U.S.
3. What are some ways that a Southeast Asian family and an American family might provide financial security for the future?

COMMUNITY SERVICES

1. For a Southeast Asian and for an American, under what circumstances would it be considered appropriate to ask one's family for assistance? Under what circumstances might it be considered inappropriate?

2. What are the differences between depending on the extended family and depending upon public services for resolving personal problems?

3. What are the responsibilities of a citizen to his government in regard to the use of public assistance?

4. What are the implications of full-time education or training versus full-time employment for newly arriving refugees in the U.S.?

5. Compare and contrast how rules and regulations are established and enforced in Southeast Asia and in the U.S.

HEALTH AND SANITATION

1. How does one maintain good health?
2. What are the causes of illness or death?
3. What is the relationship between one's physical health and one's emotional or mental health?
4. Why do people in the U.S. place such importance on family planning? What do people from Southeast Asia generally think of family planning?

LIFESTYLES

1. How are values and attitudes transmitted in Southeast Asia?
2. How are values and attitudes transmitted in the U.S.?
3. What is the conception of the ideal wife in Southeast Asia and in the U.S.? What is the conception of the ideal husband?
4. What does it mean to be a member of a minority group in the U.S. and in Southeast Asia?
5. Which people have the most influence on a child's development in Southeast and in the U.S.?
6. What kinds of recreational activities might parents in Southeast Asia or the U.S. consider appropriate for their children? What activities might be considered inappropriate?

SPONSORSHIP AND RESETTLEMENT

1. Do refugees feel that they have incurred an obligation to their sponsors?
2. If someone does you a favor what might be an appropriate way to repay it in Southeast Asia? How does one repay a favor in the U.S.?
3. What are the most important needs for new arrivals in the U.S.? Does this differ from what a refugee might expect a sponsor to provide? If so, how?

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LESSON PLANNING/PREPARATION

Activity Title:

Understanding
Measurable
Objectives

Submitted by:

The Consortium, Thailand

- Save the Children Federation
- Experiment in International Living
- World Education

Purpose, Goal, and Objective

What is the difference between purpose, goal, and objective? There are many definitions for these terms. We will work with these brief distinctions. They are not the final word but will simply serve as guidelines.

PURPOSE: Reasons why we are involved
GOAL: Broad general statements of what we are trying to do
OBJECTIVE: Specific, measurable statements of what we want to do

Examples:

Learners will develop skills for effective teaching. (Purpose)
Learners will become familiar with writing lesson plans. (Goal)
Learners can write measurable objectives. (Objective)

Let's Practice: Which of the following statements state a purpose, a goal, and an objective:

________ Learners will become more knowledgeable about first aid.

________ Learners can use appropriate medicines for minor cuts and burns.

________ Learners will increase their understanding of basic survival skills.

________ Learners will become familiar with American systems.

________ Learners can identify (choose) appropriate city transportation according to costs, distances, and locations.

________ Learners will broaden their awareness of transportation in the USA.

Measurable Objectives

Instruction is effective if you specify the outcomes or objectives.

Objectives are only part of the lesson plan; they are not the lesson plan itself.

An objective describes an intended result of instruction: What a successful learner can do at the end of the lesson.

Learners can operate a 16 mm film projector.

At the end of the lesson what can this successful learner do?

If a statement does not state a performance it is not an objective.

Learners will develop an understanding of card tricks.

Does this statement tell us what the learner will be doing when he demonstrates mastery of the objective? No.

Learners can perform five card tricks.

Does this statement tell us what the learner will be doing when he demonstrating mastery of the objective? Yes.

A performance is described by a doing word. We ask: What would someone be doing when demonstrating mastery of the objective.

Underline the doing word in the following objectives:

1. Learner can list 2-3 day grocery needs.
2. Learner can sign a paycheck and get it cashed.

All of you have done something or studied something you know very well. Imagine that you are asked to teach this knowledge or skill(s) to a group of people. Your course will be for a week. Write at least three measurable objectives:

LESSON PLANNING/PREPARATION

Handout Title:

CO Lesson Planning

Submitted by:

LIRS/ACNS, Hong Kong

- Lutheran Immigration and Refugee Service
- American Council for Nationalities Service

In planning a lesson, consider the following:

1) The amount of time anticipated per section of the lesson.

2) Specific points that may potentially cause students confusion, and therefore need expansion, clarification, or longer explanations by an interpreter.

3) Specific teaching points that may cause students embarrassment.

4) Specific points that may be reduced or eliminated if the students have indicated that they already have sufficient knowledge or understanding of these points.

5) Specific points that might most appropriately be put off to the next day if time runs short.

6) Points to be added or expanded upon if time is left over.

7) Where extra visuals would be helpful.

8) Where extra stress (and/or pause for student "thinking time") may be needed.

9) Where to stress ESL minimal vocabulary.*

10) Where to elicit student questions or responses.

11) Where to attempt to make lesson personal (examples: when discussing clothing labels, have students read the labels on their shirts; when discussing medical settings, ask who has been to the clinic).

12) Where to relate teaching points to individual resettlement locations, if possible.

13) Where to try to put in checks or verification techniques to see what students have understood and retained.

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*In Hong Kong and at other Intensive Program sites, a list of minimal vocabulary was used in ESL classes. These same vocabulary words were also used in the CO classroom as reinforcement and as a means of integrating the ESL and CO curriculum components.

LESSON PLANNING/PREPARATION

Activity Title: Evaluating Lesson Plans	Submitted by: • International Catholic Migration Commission (ICMC), Philippines

This activity emphasizes the importance of evaluating lesson plans, and how to do it. Activity duration: 1 hour.

Objective: Participants can identify a good lesson plan according to the criteria established throughout the week.

Steps:

1. Ask and examine (using trainees' lessons):
   - Does the objective describe an intended result?
   - Is content broken into small tasks?
   - Does content go from easy to difficult, known to unknown?
   - Is there immediate feedback to the learner?
   - Do the activities encourage participation?
   - Does the subject matter follow a sequence?
   - Are there combinations of teaching methods and tools?
   - Is there an evaluative component in the lesson?
2. Decide if
   - What is it that we wanted the learners to learn in this lesson?
   - What questions were asked to find out if learning occured?
   - Would the answers the learners give to the questions tell whether the objectives of the lesson had been met?
   - If not, what questions would you have asked instead?
   - How else can you find out whether the learners learned or not?

GENERAL TEACHING TECHNIQUES

Activity Title:

Using Questions*

Submitted by:

The Consortium, Thailand

- Save the Children Federation
- Experiment in International Living
- World Education

THREE TYPES OF QUESTIONS

We want to give experience with the way different types of questions can be used to help students express their ideas and become interested and involved.

A good teacher makes the student feel relaxed and happy to be at the group meeting.

Different kinds of questions have different purposes. A good mix will usually lead to a good group discussion. Three kinds of questions will be considered:

A Closed Question

The advantages are that it can focus discussion on a specific point. We can check whether or not the student understands the content. The disadvantage is that it may limit discussion by discouraging expression of attitudes related to the topic.

An Open Question

The advantage of this is that it stimulates thought and makes people want to give opinions. It is a good way of getting ideas out in the open for the group to discuss.

A Redirected Question

Focuses attention away from the teacher and returns the responsibility of problem solving to the group. When a student asks a question it is sometimes a good idea to ask someone in the group to answer it. A disadvantage of this technique is that the person to whom the leader redirects the question may not be prepared to answer it. Discomfort is a more likely result when the redirected question is also a closed one that demands a factual answer.

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*Adapted from From the Field: Tested Participatory Activities for Trainers. New York: World Education. 1980

EXERCISE

Indicate which are open, redirected or closed questions.

__________ What is the tallest building in Bangkok?

__________ Duang says her older brother in the USA works in the daytime and studies English in the evening. What are the advantages of doing that? What are the disadvantages?

__________ How is a supermarket similar to the markets in your country? How is it different?

__________ Suk wants to know where she can find a good restaurant in Bangkok. Do you know of any?

__________ Can you buy mangoes in the USA?

__________ What kind of things will you need to learn about working in America?

__________ Does a refugee in the USA have to pay taxes on his/her income?

__________ Jeet says there are several older women in her class who are very shy. Has any one else had this problem?

__________ How did you handle it in your class?

__________ Where do you like to go when you have free time in BKK?

__________ Who is the prime minister now?

__________ How do you feel about the political situation in Thailand?

__________ Porn wants to know if she will be able to buy fish sauce in the USA.

__________ What have you heard from your relatives about this? Are they able to find foods from your country?

__________ What are the advantages of finding a job soon after you settle in the USA? What are the advantages of waiting until you learn more English?

__________ When did you start working here?

__________ Kuan wants to know how many members there are in the Thai Parliament. Does anyone remember?

GENERAL TEACHING TECHNIQUES

Handout Title:

Open-Ended Problem Stories*

Submitted by:

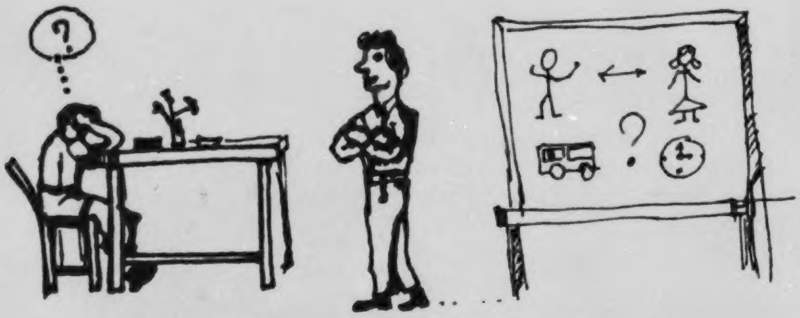
The Consortium, Thailand

- Save the Children Federation
- Experiment in International Living
- World Education

Open-ended problem stories help start discussions.

We begin with a picture:

- What do you see here?
- What happened just before the picture was taken?
- What is going to happen next?
- How do you feel when you look at this picture?
- How would you like to be in this situation?



Now ask everyone to read the story, together or individually. Or you may read it. After you have read it, ask some learners to retell it. Ask some learners to role-play the situation.

THE CONVERSATIONALIST

Richard works in a small office with a man named Wes. Richard likes working with Wes, but every time Richard is busy, Wes wants to talk about something. The conversations are interesting, but Richard does not get his work finished on time. Wes always seems to finish his work. Richard has often told Wes that he enjoys the talks but that he needs to finish his work. Wes agrees and stops talking, but five minutes later he begins another conversation.

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*Adapted from From the Field: Tested Participatory Activities for Trainers. New York: World Education. 1980

Finally, in frustration one day, Richard yells at Wes, "Shut up:" Wes is shocked. He does not speak to Richard for two days. Richard feels bad. He is miserable about the situation. He does not know what to do.

....

Now ask questions which relate to the content of the story:

- Where does the story take place?
- What happens first?
- Who is in the story?
- What happens at the end of the story?

Then ask some questions that ask about the learner's own experiences:

- What are these people like?
- What do you think of them?
- What problems do they face?
- What do you think caused these problems?
- What should the people do about them?
- Have you ever had problems like theirs?

These are not all the questions that can be asked. You may think of other questions. Let the discussion develop as your learners indicate. Do not be afraid of letting them go in unexpected directions. Planning should help you, not limit you.

NOTES

Activity Title: Brainstorming in the Classroom	Submitted by: • International Catholic Migration Commission (ICMC), Philippines

Objective: Participants can state ground rules for brainstorming and practice the technique.

Steps:

1. Explain the ground rules for brainstorming:
    - Do not criticize during brainstorming.
    - Do not alter or edit the ideas; take them just as they come.
    - Encourage farfetched ideas; they may trigger more practical ones.
    - The more ideas the better.
2. Ask students to think about solutions to a particular problem. Explain the brainstorming can be used to generate ideas from learners. Remember, when brainstorming, ACCEPT ALL IDEAS.
3. Review the list together, crossing out ideas or solutions that the group feels are impractical or that may be repetitive.
4. Seek some kind of consensus on solutions.

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*Adapted from From the Field: Tested Participatory Activities for Trainers. New York: World Education. 1980

GENERAL TEACHING TECHNIQUES

Activity Title:	Submitted by:
Encouraging Group Discussion	• International Catholic Migration Commission (ICMC), Philippines

This activity focuses on why it is important to encourage group participation and sharing of knowledge among adult learners. Activity duration: 1½ to 2 hours.

Objective: Participants can distinguish between two types of learning situations and identify ways to encourage group discussion.

Steps:

1. Show participants prepared poster: "What Motivates Adults to Participate?" (Illustration of poster is provided at end of activity.) Discuss each of the following points by asking the group what they think:

   - INTERESTS
   - EXPERIENCES
   - SEEING RELATIONSHIPS
   - PROBLEM-SOLVING
   - HAVING DISCUSSIONS
   - ACTION

2. Show illustrations of two learning situations. Ask:

   - What is happening in illustration A? in B?
   - Which represents a learning situation? Do they both?
   - Which way is communication occurring in A? in B?
   - Who is the teacher in A? in B?
   - When is A a good teaching technique? When is B?

   Notes to Trainer:

   a) Both A and B represent learning situations. A shows the more traditional setting with the learners focusing their attention on one person. In B everyone can more easily talk to and look at each other.

   b) In A, communication tends to be more in one direction--from the teacher to the learner. In B, it is easier to *encourage two-way communication among all learners with everyone having a better opportunity to particiate.*

3. Talk about what encourages adults to discuss things and discover new ideas. Important points:

   - FEELING COMFORTABLE
   - FEELING CONFIDENT
   - RECOGNIZING THAT ADULTS HAVE THINGS TO LEARN AND THINGS TO TEACH OTHERS

   Notes to Trainer:

   Discuss each point. Determine how they feel about the points. Help them understand that in order to discuss important ideas, adults must recognize that they have knowledge and information to share with others; they must have the confidence to express their ideas; and they must know that their ideas will not be rejected. No single person can know everything, and everyone knows some things. Therefore, both the teacher and the learners will learn from each other as they try to resolve problems and answer questions.

4. Now ask the participants to look at the questions and write responses:

   a) What can I do in the classroom to make learners feel comfortable?

   b) What can I do in the classroom to make learners feel confident?

5. Ask the learners to report. Discuss the responses.

Poster:

WHAT MOTIVATES ADULTS TO PARTICIPATE?

INTEREST: ____

____

EXPERIENCES: ____

____

SEEING RELATIONSHIPS: ________________________________

____

PROBLEM-SOLVING: _____________________________________

____

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DISCUSSION: ____

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ACTION: ____

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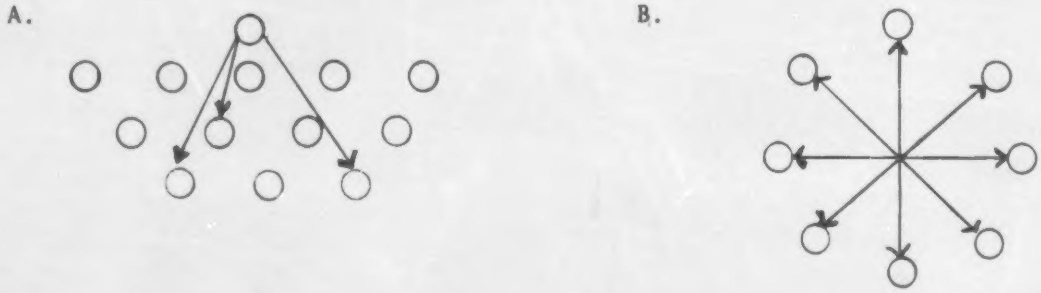
Behavior Models



GENERAL TEACHING TECHNIQUES

Handout Title:	Written by:
Group Work in Cultural Orientation	Sharon Martin and Bulon Amparo ICMC, Philippines

The following paper first appeared as an article in The Journal: A Publication for English as a Second Language and Cultural Orientation Teachers, Vol. 1 No. 1, December 1981.

The CO classes are generally larger than many teachers would like them to be. Often individual participation is limited to a few vocal students who tend to dominate class activities and discussions. As a result some of the students are left watching the others or looking out the window. Many of the students have never been in a formal classroom setting before, which makes it difficult for them to completely understand lessons presented using traditional methodology. One alternative that may be used by the teacher to encourage more widespread participation from the students would be to form small groups to perform tasks together. Many of the students are accustomed to making decisions and resolving problems in such a way within their own families. Utilizing this approach in the classroom somewhat resolves the problem of participation as well as encourages personal contact, aids the student who is less vocal, and promotes solidarity among the students. Group work is a good introduction to working closely with people who the students do not know well,and it enables everyone to participate and raise questions. Group activities may also provide a greater opportunity for the students to demonstrate what they already know and express what they have learned.

When a group activity is completed and the students see that they have the ability to solve problems themselves, their self-confidence may be heightened and they may begin to realize the effectiveness of working with groups in their new environment. Group work may also provide them an initial experience in organizing themselves, which they might find necessary and practical once they are in a new social and political setting. Cultural orientation teachers can emphasize the effectiveness of the students' collective action with other groups as a means to accomplishing tasks and understanding their responsibilities and rights as members of a community.

> "group work may provide students an initial experience in organizing themselves, which they might find necessary and practical once they are in a new social and political setting"

There are several things to consider prior to setting up the first group activity in the classroom. Initially, it is important for the students to understand that there are specific purposes behind the use of group activities. It might be difficult to achieve the results the teacher is hoping for if a group activity is introduced before the students are prepared for it or before its purpose is clear. If the purpose of group work has neither been elicited from the students or explained, and if the students have not had sufficient time to become acquainted with one another, the experience of working together may not be as profitable as it could have been. In some cases, teachers may even meet resistance or an unwillingness by the students to form groups if it is too soon. Sometimes this is based only on the students not understanding what to do, or some students simply being more reserved or shy than others. Thus it is important for the students and the teachers to discuss their reasons for working in groups before coming together for an activity. Once the purpose for group work is explained and hopefully understood by the students, then setting up the group activity is the next step.

DETERMINING GROUPS

There are many different methods that the teacher may use in breaking the class into groups. Some classes can initially form natural groupings which are effective and productive. In other classes it is necessary for the teacher to assign groups. However, no one method works best for every activity. It is really up to the teacher and the students to determine what would work for their class. Here are a few possibilities the teacher may experiment with:

1) The teacher may ask the students how they would like to form their groups. Sometimes this can be very successful and is an ideal approach. However, students often go with a friend, or a passive student goes with more vocal ones, and the experience of building group cooperation and sharing ideas is not fully realized under those circumstances.

2) The teacher may divide the students according to something they share in common, i.e., marital status, single (accompanied/unaccompanied), occupations, or urban/rural dwellers. It might take a few days to find all the necessary information to form homogeneous groups such as these, but this also gives the teacher and students the time to become better acquainted and possibly better prepared for the group activity. One practical reason for breaking into groups this way is that it provides the students with a common ground. Sharing a common background or experience provides the students with a viable base from which they can begin to discuss their ideas. Working in a group that shares similar experiences can help students realize that they are not alone and their experiences are not isolated ones.

3) Sometimes to save time the teacher may have to divide the groups in a way that is convenient and easily explained. The teacher may group the students by reading down the class list or ask the students to count off (which can become chaotic but entertaining for A-level students). The teachers may also break students into groups according to where they are sitting. (If possible each group should have an equal number of members and a mixture of men and women.) Once the class groups are formed, the students and teachers can choose whether to maintain permanent groups or organize new groups for each activity.

It has been observed that students generally are more reserved when they first begin working as a group. But this gradually fades as students become accustomed to working together and know each other better. Maintaining the same group for the duration of the cycle enables the students to know who they are going to work with each day, and this helps them organize themselves quickly without taking time away from the activity. One suggestion here is to have the groups identify themselves with a name that they choose so that when they give a presentation on paper, the group's name is there and is a subtle way of strengthening their sense of belonging with a group of people. In addition, each group gets used to working together and develops its own efficient way of communicating and responding to questions. Using permanent groups gives the teacher a chance to easily "mix and match" the different groups for various activities. It also gives the students the opportunity to work with all the other class members.

There are also advantages to having the students change groups and work with different students each day. The method of having the students spontaneously come together, is in many ways reflective of situations students may encounter in the United States. New groups also offer those "personalities" who might not be able to work comfortably in one group, the chance to work with another group of people. Though the permanent groups serve well to give the students time to build a cooperative relationship, sometimes the familiarity of group members may hinder the efficiency of the group. If members of the group learn who the best English speakers are, for example, some members may sit back and let one or two people do all the work. This problem might be avoided by changing groups for each activity.

WHAT TO DO AND LOOK FOR DURING GROUP ACTIVITIES

A. *Seating Arrangement*

The way the students are seated for a group activity is very important. The teacher and the assistant teachers might have the students arrange their seats in such a way that they can see and hear everyone in their group. Arranging the groups in a circle is the most common and probably the most effective strategy for fostering open communication. This seating arrangement enables the group members to keep eye contact without bending over or straining their ears to locate who is saying what.

Though forming a circle sounds like an easy task to accomplish, the teacher may find out that even after receiving detailed instructions the students still find it hard to arrange their groups in such a way that each one has an unobstructed view of the other members. What happens many times is that some students try to pull their chairs just a little outside the circle behind somebody else. It could be that these students are shy, unprepared, lack self confidence, or simply are not used to performing tasks when seated in small circles. As the teacher spends more time with the students she or he may try out other seating arrangements which may be as or more effective than the one mentioned here.

B. *Giving Instructions*

The success of any group activity depends greatly on how instructions are given. It is undeniable that the teacher holds a big responsibility in this regard. The conduct and progress of the group activities hinge on the teacher's ability to express effectively what he or she wants accomplished. If the instructions are not clear and the teacher has to backtrack and re-explain, this detracts from how well the students can proceed and the time for the activity. It is therefore suggested that before any kind of instructions are given to the students, the teacher should have a clear understanding of activity objectives and how they are to be accomplished.

> "the success of any group activity depends greatly on how instructions are given"

Instructions to the students need to be delivered in a clear and concise way so that they may be easily followed. Some possibilities for making certain that every one of the students understands is to write an outline of the instructions on the blackboard, e.g.

1. Divide into groups of married, single, etc.
2. Assignment and time allotment
3. Choose a reporter
4. Everyone participate!!!!

For lower level/pre-literate students, call on one of the students to paraphrase for the class what they heard the instructions to be. If the teacher thinks that the activity is difficult and that it merits further clarification, then illustrations or examples need to be provided so that the students can have a clearer idea of what the teacher expects.

C. *Teacher's Role During Group Activity*

After an observer had watched a group activity conducted in one of the classes, he said to the teacher, "Didn't you feel bad because you didn't teach your class?" What he saw was the teacher step out of the traditional role in front of the classroom and act to simply facilitate the experience of the students. This is a difficult thing for a teacher to do, particularily if the entire process of the activity is conducted in a language that the teacher neither speaks or understands. Sometimes teachers have reservations about not being directly involved. It is important though to remember that there are several reasons to facilitate while the students assume a part of the responsibility for their own learning. Of course teachers are very concerned about the transmission of the lesson which they want the students to understand. But as was previously mentioned, the group activity in itself is important to the students for establishing interpersonal relationships while accomplishing a task. This is an acquired and practical skill and one which can only develop if the students have sufficient time to practice. To stimulate the understanding of both the lesson and the importance of working together, the teacher and the assistant(s) need to guide the students in a certain direction. In other words the students need to be the ones to create their own learning situation,and the teacher needs to be there to insure that everything proceeds in such a way that the students can learn. (The teacher's role is maximized after the activity is completed when he or she will apply and fill in the information that the students need to know.)

In moving from one point to another and establishing an atmosphere conducive to learning and to the exchange of ideas, the teachers need to be clear in their explanations, trusting of the students and the assistant, and attentive to the dynamics of groups as they are working or not working. If all the discussion within the groups is being done in the students' language, teachers might feel that they are not controlling the classroom situation.

The teacher actually has a great responsibility while the students are working in their groups: the teacher must watch the groups and note student participation and interrelationships so that they may also be presented to the students after the activity is completed. One suggestion for the teacher is to always maintain a strong presence throughout the group work. This enables the class to see that the teacher is still the teacher and in control. Once the activity begins the students should then be encouraged to organize themselves on their own.

It is important to stress to the students that they need to consider everyone's opinion in the group and to try to present their responses in such a way that they are representative of their group's feeling. If a consensus is needed from the group to respond to questions during a particular activity, the students should take into account that they need everyone's answer and need to devise a means of getting it. This is of course an ideal and perhaps takes more time than we have in CO. But it is important that the teacher and assistant(s) are aware of how the groups begin to work so that they can assist the students when they do need it. For example, if a student is not an active group member, this is something that obviously can be seen by the teacher. If a student is shy and non-participatory, the teacher may go over to the group, ask a simple question of the student and try to elicit a response. This gives the student a chance to contribute to the discussion and enables the group to see how to generate participation from each member as well. Encouraging the students when they give a response that is appropriate, develops self-confidence and a willingness to speak out in their group and to the whole class. On the other hand if a student gives a response that is incorrect or not complete,the teachers have to carefully work their way to a more accurate response. If a student or a group is corrected abruptly this may discourage any further

> "if a student is shy, the teacher may go over to the group, ask a simple question of the student and try to elicit a response...
> this gives the student a chance to contribute to the discussion and enables the group to see how to generate participation from each member as well"

participation. If an inappropriate response is repeated or reinforced verbally by the teacher, the students hear it several times and it is planted in their minds. The teacher and the assistant(s) can redirect the questions to other group members so they can utilize the knowledge that they have. This also gives them the opportunity to be a helping, supportive member of a group. If responses are being written by the students (or noted down in some way by the A-level/pre-literate students), the assistant(s) and the teacher need to work together to confirm that the students have understood what to do and that the responses are appropriate for the activity which the students have been assigned. Checking with the assistant teacher and the groups is particularly important as the students begin to document their group work. If the directions have not been clearly understood, everyone needs to retrace their steps to clarify the necessary information.

If the students are left unguided to produce results totally on their own, the teachers may find themselves with inappropriate materials to be processed when the activity is complete. If this is the case, the purpose of the activity is reduced to only having kept the students busy during a portion of the class.

D. *Processing the Group Activity*

Processing is an integral part of the group activity. This step of the activity has a threefold purpose:

1. to reinforce the students' confidence and help them to realize that they already have valuable common sense information that they can use in adjusting to a new culture;

2. to fill in the information which the students do not know yet but need to know for their resettlement;

3. to apply the group work experience to similar situations that they will encounter in the U.S.

During the processing step of the group activity, the responsibilities for accomplishing the threefold purpose does fall heavily on the teacher.

Up until this step actual learning and synthesis has not yet taken place. So the teacher needs to begin by establishing a feeling of self-confidence among the students so that they may see they do have information that is valuable and that they are able to help themselves.

Establishing self-confidence among the students is commonly approached by having the students do group reporting after they have completed their work. Each group may want to choose their own reporter or the teacher might assign a reporter for the various activities to insure that everyone takes their turn at making a presentation and at sharing information with the class. Some groups may even decide to have the individual members each take a part of the presentation which enables even more members of the group to participate.

During the group reporting the students need to be encouraged to speak loud enough for everyone to hear and to face the class while they are speaking. An effective management strategy for the teachers to employ here is to position themselves at the back of the classroom. The teacher can "direct" the group reporting and ask a student to speak louder or ask the other students if they are able to hear.

Placing an assistant teacher in front of the classroom can also be helpful. When the assistant translates or explains the student's comments to the teacher at an angle across the classroom, the transfer of the language across the classroom includes or takes in most of the class members. This may help the teacher maintain control and interest during the group reports. While a student is sharing the group's information with the class, the class should be encouraged to ask questions of the groups. This should be done in an organized way, loud enough so that everyone can benefit from the questions and the responses. An applause after each presentation might seem a bit "corny", but it is one way of showing appreciation and recognition of the students' time and work, giving them positive reinforcement and building their confidence.

> "an applause after each presentation might seem a bit 'corny', but it is one way of showing appreciation and recognition of the students' time and work"

Another thing that the teacher can do to develop the students' confidence is to make brief and positive comments regarding their work. Since the students are often shy in front of the classroom and are overly concerned about their facility to speak correctly, constant and constructive comments from the teacher and other class members are the type of encouragement that students need. Once the group reporting is completed, the teacher can begin to review the responses that have been given by the groups.

Generally the students' information contains pertinent points which the teacher wanted to present anyway, so the teacher needs only to elaborate on what the students have said. The teacher should be able to rely on the results of the group work to accomplish the second and third purposes of processing as given above. If the students have understood the task and if the task chosen is sufficiently relevant, this will take some of the pressure off the teacher to be a "fountain of knowledge",and it may alleviate overloading the students with information that might not be necessary. Also the students are really assuming the responsibilities for what they learn and hopefully they will be inspired to ask questions if they think the teacher has "missed" something that they want to know. But it is the teacher who needs to establish the obvious and tangible linkages between the students work, the points of the lesson, and where the students are going.

When the teachers begin to process the activity it is important that they refer back to the students'work to emphasize that their responses are useful and have been heard. This is also an appropriate time to point out the similarities and differences in the groups' responses. Even among members of the same ethnic group there is a great deal of diversity. The teacher can begin by asking the students why they think this diversity exists. Usually the students can provide a list of variables which begin to explain some of the differences in their country, and these can also be applied to the U.S. It is useful to make this point to the students as it helps them to become conscious of their own diversity and aids them in understanding that generalizations and concrete facts are difficult to give about any culture.

The final step of processing the activity is the summary or an evaluation. The teacher may call on various students to summarize what they have learned from the lesson, what they observed within their group,and how they feel.

This is also a last chance for the students to ask questions that they have. Often the students have questions that cannot be answered at this point in time, or the teacher may not have the information. If the students ask any questions that the teacher cannot answer, the teacher need only to reply "I don't know." If the teacher feels the question is relevant to their resettlement, then he or she should find the answer and bring it back to the class. Another possibility is to have the student find out the answer, if that is feasible, and bring it back to share with the other members of the class. It is extremely important to remember, particularly when working with lower-level students, to check back with the assistant teacher for both clarifying and confirming what the students are asking or what they understand. During the wrap up the teacher may once again supplement the students' information with the points he or she wants to emphasize.

Although we have tried to outline some of the steps of working with groups, these guidelines do not take into account a myriad of "unexpecteds" such as bad days, students who just do not like working in groups, and so forth. But then that is one of the "joys of teaching". Though each class and teacher are unique, within their individual class setting there is always room for creativity and additional ideas. We thank the many CO teachers and others at Bataan for their help and ideas.

BULON AMARO was among the first group of CO teachers to begin work for the Intensive Program at Bataan. He later became a CO Supervisor and assisted in the implementation of the new regional CO curriculum. He has an M.A. degree in Community Development from the University of the Philippines.

SHARON MARTIN obtained her B.A. in Political Science from Webster College of St. Louis, Missouri. Before being assigned to ICMC as a United Nations Volunteer in December 1980, Sharon served as a Peace Corps teacher in Niger and a cultural orientation facilitator at the Washington Peace Corps Office of Programming and Training. As a UNV at Bataan her duties included assisting in the development of the CO curriculum, supervision of teachers, and teacher training.

REVIEW AND EVALUATION

Handout Title:	Submitted by:
Reviewing Material	LIRS/ACNS, Hong Kong • Lutheran Immigration and Refugee Service • American Council for Nationalities Service

Basic Assumption: Do not review material using the same methods you used to teach that material. For example, if you presented one aspect of employment using a lecture format, avoid using the lecture format to summarize for review. This serves to add variety to the lesson and reduces the possibility of boredom.

Some Common Forms of Reviewing

1. *Questioning the Whole Class:*

example: What should you be prepared to tell someone when you ask for help?

Answer: (from any volunteer, or someone you choose)

- *your name*
- *your address*
- *the nature of the problem: "fire" etc.*

Students enjoy showing you and each other how much they have understood. It is important to give students "thinking time" in this review exercise. If no one answers immediately, do not give up! Smile encouragingly. Act as though you are sure someone knows, and will answer soon. Shy students or unsure students need confidence.

2. *Role Playing:*

example: Have students act out a robbery, and then telephone, the police. Students should supply correct information to the police over the phone.

Some students will resist role playing, but there are tricks to setting it up.

3. *True/False Tests:*

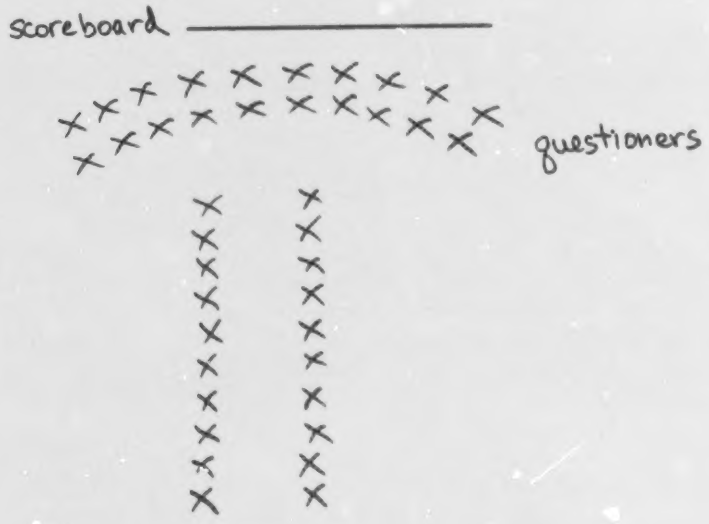
example: If you do not have enough money one month, you can wait and pay two months of phone bills together, and the phone company will not mind. True or False?

Answer: False. You must pay each month or you could loose your telephone!

Two techniques for setting up true/false tests:

a) Teacher reads question, and anyone volunteers a response. It is important that if the answer is "false" the student supply the reason/true statement. (The interpreter is necessary here, to translate the student's explanation back to the teacher. If no one can explain the answer adequately, then the teacher knows to stop and review this point, or review it sometime during the review session that day).

b) Prepare 20 true/false questions. Students form two teams of twenty each. One team sits at the front, and each member has one question. The other team lines up in two rows of ten, with the person in front of each row facing the questioners. The first questioner asks the person at the front of one line a question. A correct answer scores a point for that line. The second questioner asks the first person in the other line. And so on. The teacher keeps score with the help of the interpreter.



4. *Choose the Idea or Picture that Does Not Fit the Category:*

example: Three of the following four items are major expense budget items. Which one is not?

- rent
- clothing
- utilities
- food

Answer: Clothing is not included here.

example: Which of these are important costs to consider in budgeting? (Show pictures of: school books, food, rent bill, beer).

Answer: Student should circle everything but the beer or student should say "not the beer", etc.

It is important to use pictures if your class is illiterate. You can also choose to read the questions aloud.

5. *Pass out Appropriate Visuals, and Ask Students to Describe Them in Terms of the Material Taught:*

example: Give one student or a group a mock-up of a bill. Have the student tell everything they can about what information is on the bill, when it should be paid, what percentage of an average income might be needed to pay it, etc. Other students can prompt the speaker, or you can ask leading questions. Have student holding visual come to the front of the class.

6. *Act Out Certain Actions in Front of the Class: Have the class tell you what you're doing, and what important concept is being represented.*

example: Pantomine dialing a telephone number, getting a busy signal (a series of evenly spaced fast beeps in the US, different from Hong Kong) and hanging up.

Answer: You are making a phone call from a private phone. The line was busy, so you hung up.

example: Without speaking, work out a simple budget on the blackboard. (Make sure everyone in your class is literate).

Answer: You are making out a budget. The cost of rent is __________, etc.

7. *Matching Pictures with Concepts: Hand out a series of visuals and a series of cards with sentences. One by one, students holding these visuals stand and show them. Students with matching cards stand and read what is on the card.*

example: Student has picture of pay phone. Student with card that says the following, stands up and reads the card: "This is a pay telephone. When you make a call from a pay phone you will need to put money in the phone. Usually you put in ten, fifteen or twenty cents. If you are calling long distance, the operator will talk to you over the telephone and tell you how much money to put in the phone."

CHOOSING WHAT TO REVIEW

1. Review the material that the students will be tested on at the end of the course.

2. Review the material that seems to puzzle and confuse your students most. (Keep notes during the week of what kinds of questions your students asked, or when they told you that things were very different in Vietnam.)

3. Ask your students what they want to review.

4. Review material that the students must understand to prevent serious problems.

5. Do not leave out one day of the week in your review just because that day covered a different topic from the other days.

UTILIZING INTERPRETERS/AIDES

Handout Title:

Using Interpreters--One Approach

Written by:

Ramon A. Moredo, Jr.
ICMC, Philippines

The following paper first appeared as an article in The Journal: A Publication for English as a Second Language and Cultural Orientation Teachers, Vol. 1 No. 1, December 1981.

This article presents a technique which would lessen the use of the interpreter and increase the participation of the students during lectures, thereby affording a more direct contact between the teacher and the students in both higher and lower-level classes.

Through experience, the writer has found out that too much dependence on the interpreter results in passive learning. Not all the students listen to the teacher. Many students simply wait for the translation. There is no effort on their part to follow the presentation and digest what the teacher is explaining - after all, the interpreter is there! This dependence also leads to a pace of delivery which is based on the expectations of the teacher about the ability of the interpreter. Does the interpreter understand? Is his translation accurate? Another draw back is the absence of evaluation. There is no way for the teacher to find out whether he or she was really understood or not. In other words, it is a case of: "Wait--here it is--I hope you understood."

> "too much dependence on the interpreter results in passive learning"

THE TECHNIQUE

A. Physical Setup

The teacher faces the students. The interpreter faces the teacher. In this position, the attention of the interpreter is focused on the teacher and the board. When the teacher starts talking, the interpreter will be able to understand the teacher better because he listens, he sees whatever action or facial expressions the teacher shows, and he also sees all the teaching aids used by the teacher, i.e. pictures, illustrations or the outline written on the board, etc. If he is facing the students, he draws their attention away from the teacher's delivery. They simply wait for him to translate.

B. Procedure

1. *The teacher delivers a concept directly to the students.* His goal is that the students will be able to understand him without the immediate translation by the interpreter. Even in Level 1/A (lowest level) classes, there will always be one or two individuals who can follow what the teacher says if he acts out as he verbalizes the concepts. The teacher should make systematic use of visual aids, flow charts, and other teaching aids.
2. After the delivery of a concept, *the teacher asks the students if they understood him or not.*
   Whoever says yes will be asked to tell how he understood the teacher. The student may speak in his native language or in English.
3. *Student responses can be:*
   a) *in their native language--the interpreter translates the answer to the teacher in English.*
      - If correct, the teacher gives confirmation and should rephrase the response in English. All the students repeat the English.

- If wrong, the teacher asks for another answer. If nobody can give the correct answer, the teacher must repeat procedures 1 and 2.

  NOTE: This repetition is important because at this point, the students are aware that they should pay more attention and use all their means in order to understand the teacher. They have more chances of understanding the teacher this time. *But if this second try fails, then it is necessary for the interpreter to translate the message of the teacher to the students in their native language.*

b) *in English*--the teacher confirms and asks the same student to explain what he said to the class, or asks for other responses as in step "a" above. The teacher rephrases the correct response in English and asks all the students to repeat. This is done not only to involve the others or to practice their English, but because the students will retain more of what the teacher says if they are given a chance to verbalize it themselves.

ADVANTAGES OF THE TECHNIQUE

For the Student: • Putting pressure on the students to interpret for themselves makes them listen, look, and think, instead of passively waiting for the interpreter's translation.

• It provides the students with more chances to express themselves.

• With constant feedback from the teacher, it provides a chance to either confirm or negate the student's interpretation giving a boost to his ego if correct; and if wrong, he is made aware by the teacher's repetition, giving him another chance to use his skills in communication in order to get the correct interpretation.

- Students are given the chance to verbalize what they learn, thus, completing the processes of listening, digesting, and verbalizing which are vital requisites for retention.
- This self-directed way of learning develops confidence, self-reliance, ability to question, and self-expression which will help students cope with communication difficulties they encounter in their new lives.

For the Interpreters:

- They continue to practice and improve their English in carrying out procedure step 3.
- The physical setup provides them more chances to understand the teacher.
- They are given ample time to relate what they heard to what they saw before they translate from English to the native language.

For the Teachers:

- They improve their communication skills, both verbal and non-verbal.
- The teacher is forced to deliver only the important points of the topic, which eliminates verbosity. This also slows down the pace of delivery.
- They receive constant feedback from the students.

Any teacher who wishes to try this technique, especially for lower levels, should have patience in waiting for the students, and creativity in acting out concepts and in the systematic use of visuals and other teaching aids. Another important consideration is the consistency of the use of the technique. The practice of minimal interpretation should be started from the very first day of the teaching cycle until the end. Though the first or second try may be very hard for the students and the teacher, it gets easier as both the teacher and the students get used to the procedures.

CLASSROOM MANAGEMENT

Handout Title: Classroom Management	Submitted by: LIRS/ACNS, Hong Kong • Lutheran Immigration and Refugee Service • American Council for Nationalities Services

Effective classroom management requires that both the teacher and learners are aware of established procedures, and that efforts are made to keep the learners' attention focused on a topic through varied and challenging approaches.

Some suggestions:

1. Establish rules on the first day of class. Be firm and clear.
2. Standardize classroom language and gestures.
3. Arrange seating that is appropriate to the topic and style of presentation or exercise, so that students' attention is focused.
4. Prevent boredom by using techniques that involve students actively and physically, and give them some control over which techniques are used. These techniques might include:
    - Have students move the furniture.
    - Have students move around the classroom (come up and choose pictures, point to the correct answer on the board, hold pictures for others to see, etc.).
    - Utilize games, when appropriate.
    - Utilize role plays.
    - Utilize realia.
    - Use students as models.
    - Asking class: "Is that correct?"
    - Including students in pantomime and other demonstration, even in silent roles.
    - Utilize group work.

5. Respond to student comments, if reasonable. (For example, if they tell you that they know the material and it is boring, respect their opinion and try to find out how much they know by asking them to tell you. Some of our students _do_ have more exposure to western or urban life than we might expect. Explain politely why it is necessary to do a certain task and make sure they understand everything completely. Try not to use the argument: "You must learn this because I say so!" Adults have every right to be angry with that kind of attitude.

6. A problem student or class should not cause you frustration. You should not be responsible for disciplining students. Do not take disciplinary action, and _do not allow your interpreter to be seen as a disciplinarian_. Refer any difficulties to your supervisor. You should be free to concentrate your energies on teaching.

7. Do not let disruptive students anger you. Many of our students are used to a very strict classroom where the teacher is very authoritarian. The relaxed, informal atmosphere of our classes may seem very strange to students, and they may be tempted to see how far they can push the teacher, or how much they can "get away with".

   If you feel students are "testing" you, do not allow yourself to become angry or frustrated. They want you to become angry. This is a fact of life in classes everywhere in the world. Relax. Smile. Pleasantly ignore the trouble makers, and they will get bored and give up. Try to show compassion and a sense of humor. If your students feel that you like and respect them, and that you feel they are intelligent adults, then they will show you respect in return.

8. Once you have gotten into a problem relationship with your students, it's difficult for the situation to improve. So if you feel there is a problem, ask for help immediately.

UTILIZING INTERPRETERS/AIDES

Handout Title:

The Teacher-Interpreter Team

Prepared by:

- Center for Applied Linguistics
  Southeast Asia Regional
  Service Center

The following information will hopefully serve as a guide for more effective teacher-interpreter interaction during lesson preparation and classroom instruction.

THE TEACHER MIGHT ASK/SAY/DO...	*THE INTERPRETER MIGHT ASK/SAY/DO...*
A. DURING LESSON PREPARATION	
1. Explain important vocabulary words and concepts.	Ask for examples to illustrate important words and concepts.
2. Ask interpreter about familiarity with subject.	
3. Go over the lesson point by point. Have interpreter stop you whenever he/she does not understand or has a question.	Ask the teacher if he/she plans on adding any other material to the lesson before class time.
4. Ask interpreter about content and clarity of visuals.	Suggest other visuals that may be at more culturally relevant.
5. Ask interpreter about possible student reactions to materials or activities.	Explain to the teacher about possible social customs that might prohibit students from discussing the subject or parts of it, or taking part in certain activities.
6. Ask how the subject is viewed from the perspective of your interpreter's native culture.	Suggest to the teacher some possible examples taken from your native culture, that could be used to help illustrate the subject matter.
7. Ask how the interpreter might translate certain difficult items.	Ask other interpreters for advice, if necessary.
8. Ask interpreter if he/she	If you feel knowledgeable and

	can translate certain lesson content or classroom instructions on his own, or needs to do line-by-line translating.	confident about some subject matter, let the teacher know that it is possible for you to interpret a larger volume of material at one time. This may help to save time.
9.	Ask how students might be prompted to ask their own questions about the lesson content/activity.	
10.	Ask interpreter if students are likely to understand/use/ be able to read class handout.	Let the teacher know if some handouts are too long or too brief.
11.	If certain parts of the lesson are confusing to you, or outside your own knowledge/ experience of the U.S., find someone who can give you some assistance.	
12.	Ask interpreter how much time this lesson might require.	
13.	Be at the classroom on time. If another teacher will substitute for you, let your interpreter know.	If you can not make it to class, let the teacher know as soon as possible.

B. *DURING CLASS*

1.	Speak in a loud, clear voice using short, concise sentences.	Do not add to the teachers statements without letting him/her know. Translate without undue pause. Work to develop a rythym in which teacher statements and your interpretations are smooth flowing and continuous.
2.	Move about the classroom. Use gestures when appropriate. Be animated--you want to get your students' attention and keep it.	Move about, use gestures, be animated.
3.	Eye contact is important. Look, in turn, to each individual and area of the classroom as you speak.	Eye contact.
4.	When the interpreter is speaking, your attention should not do anything that	When the teacher is speaking, your attention should be on him.

	would distract your student's attention from the interpreter.	
5.	When possible during group work or other class activities, utilize interpreter in supervisory role. You'll be able to reach twice as many students.	
6.		Translate all student comments and questions for the teacher. It lets him/her evaluate how well the students understand the lesson and what things interest them most.
7.		Let the teacher know if you detect confusion or a lack of understanding on the part of students over lesson content or procedures.

C. *AFTER CLASS*

1.	Ask interpreter his opinion on how lesson went, student reactions, possible modifications.	Let the teacher know what is being said/felt about the lessons by the students. Point out ways in which the lesson might be improved.
2.	Ask interpreter if you spoke too fast, too long, or with too many difficult words.	
3.	Ask yourself if you may have been distracting your students when the interpreter was speaking.	Ask yourself how you may have caused distractions in the classroom while the teacher was talking.
4.	Has the interpreter had any problems with the class? Are the students accepting his/her role?	If there are problems about your role or participation in class, let the teacher know about them. Discuss them.
5.	Give praise when due. The interpreter is your most vital link to your class. If he is treated as an equal, both he and the class are likely to respond accordingly.	Give praise when due. If the teacher is doing some particular thing very well, and the class is responding well, let him/her know about it.

UTILIZING INTERPRETERS/AIDES

Activity Title:

Teacher-Interpreter
Team Building
Exercise

Submitted by:

LIRS/ACNS, Hong Kong

- Lutheran Immigration and Refugee Service
- American Council for Nationalities Services

We were concerned that our teachers did not spend enough time preparing with their interpreters before class, and that they did not seem to appreciate the abilities of their interpreters, many of whom were professional teachers with good ideas on what to teach, and how to present the material. Based on suggestions from the Consortium, we designed the following exercise:

1. A teacher is paired with his or her interpreter. Each writes down five points they personally would like to see refugees taught, if they could only teach five points. The points chosen need not appear in the CO curriculum. Teacher and interpreter then met to discuss their lists, and ask each other why they choose the teaching points they did.

2. Teachers rotate with other interpreters (not their own) and repeat discussion as outlined in step number one.

This exercise generated a good discussion. By asking for opinions in writing, we gave each interpreter a chance to express his or her ideas. If the exercise had been just an oral one, there is a good chance the interpreter would not have had a chance to say much. Our teachers are of course much more fluent in English than our interpreters, and tend to dominate discussions unless we structure a way to give the interpreters a chance to express themselves.